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REPORT

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THE COMMITTEE OF COUNCIL ON EDUCATION;

WITH

APPENDIX.

1869-70.

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THE REPORT

OF

THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL.

For the Year 1869.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education, beg leave to submit to Your Majesty the following Report of the proceedings of Our Committee, during the past year, for the promotion of education among the labouring classes of Your Majesty's subjects in Great Britain.

During the year 1869 no material change was made either in the principles of our administration, or in the code of rules under which the public grant for education is distributed. We shall confine ourselves, therefore, on this occasion, to a brief survey of some of the leading results which were attained during the year in the schools under our inspection. Such a summary will serve to illustrate the working of the present system, and will furnish a test of the satisfactory rate of progress which, we are glad to say, continues, in some respects, to be made under it. But it will show, at the same time, as several of the reports of the inspectors in this volume will also be found to show, that in order that our administration should, within any reasonable period, attain to the dimensions of a national system, by which the means of efficient elementary education may be brought within the reach of every home, some further and powerful impulse must be given to its working. That impulse must plainly be sought outside of and beyond the benevolent energy of the small body of volunteers * on

* In 1869 the sum of 448,946*l.* 8*s.* was contributed to the annual support of aided schools by 14,014 subscribers of 5*l.* and upwards; 83,270 of 1*l.* to 5*l.*; and 109,888 of less than 1*l.*

whose co-operation we have hitherto relied, and who have contributed so largely to the success realised, within a comparatively short space of time,* by the efforts of Our Committee to discharge the important trust committed to them by Your Majesty.

In the year ending 31st August 1869, the inspectors visited 9,563 day schools in Great Britain, to which annual grants were made, containing 13,276 departments under separate teachers; these schools, at 8 square feet of superficial area per child, would accommodate 2,011,214 scholars. There were on the registers the names of 1,797,388 children, of whom—

458,901 were under 6 years of age;
1,157,005 were between 6 and 12;
181,482 were above 12.

Of these scholars 1,523,215 were present on the day of the inspector's visit to their respective schools, while 1,245,027 were in average daily attendance throughout the year; 1,256,765 † having made the requisite number of attendances (200 times, or 100 days) were qualified to bring grants to their schools, 265,316 (being under 6) without individual examination, and 991,449 (above 6 years of age) on passing a satisfactory examination before the inspector in reading, writing, and arithmetic; 804,065 were actually presented for such examination, and 556,784 passed the prescribed test without failure in any one of the three subjects.

Simple inspection.

The time of the inspectors is so fully occupied by the increasing number of schools in receipt of annual grants, the payment of which depends upon the results of an inspector's yearly report, that they are able to visit but very few other schools which do not fulfil the conditions on which annual grants are made. In the 774 schools of this class, which they did visit, they found 46,109 scholars present on the day of inspection.

Night schools.

The night schools examined during the year, either by the inspectors, or their assistants, or (under certain condi-

* The first Annual grants were made in 1847. The years 1859 and 1869 may be compared, with respect to schools in receipt of such grants, in the following particulars:—

	1859.	1869.
Accommodation -	1,111,102	2,011,214
Average attendance -	748,164	1,245,027
Numbers at inspection -	808,036	1,523,215
Certificated teachers -	6,222	13,977

† Of these 58,471 were half-timers, from whom 100 attendances are accepted as sufficient.

tions laid down in Articles 142-149 of the Revised Code) by the managers themselves, were 2,307 in number; 66,841 scholars above 12 years of age were, on an average, in attendance each night; 81,610 scholars were qualified for examination by having made 24 attendances during the night school session of (at least) 40 nights. Of these 64,503 were actually examined, and out of every 100 scholars so examined, 92 passed in reading, 85 in writing, and 81 in arithmetic.

The inspectors found 13,977 certificated teachers at work in the aided schools which they visited, while the 45 training schools, from which the supply of such teachers is mainly recruited, furnishing accommodation for 3,261 students, contained, in 1869, 1,213 students in the first, and 1,073 in the second or third year of their residence. All these students (with very few exceptions), and 551 acting teachers, were examined for certificates in December 1869; and in the following week 1,824 candidates for admission to the vacancies declared in the training colleges were examined, of whom 1,581 were successful, while 1,478 are at this moment in their first year of residence, along with 1,122 students of the second year.*

All this work of inspection and examination was carried out, under the supervision of the central office, by 73 Inspectors, with the aid of 21 assistants. Of these officers, 48 inspectors (with 12 assistants) were employed in visiting 6,103 schools connected with the Church of England; 11 (with five assistants) inspected 1,414 Protestant schools in England not so connected; three (with one assistant) inspected 384 Roman Catholic schools in Great Britain; seven (with two assistants) visited 1,069 schools connected with the Church of Scotland; three (with one assistant) were employed in inspecting 506 Free Church and other schools not connected with the Established Church; and one inspector, whose whole time, however, is not devoted to the public service, visited the 87 schools of the Episcopal Church of Scotland.

Denominational inspection extravagance.

It is unnecessary to dwell at any length on the extravagance of a system of inspection under which three, or in Scotland four, different inspectors may have to waste their time and energy in travelling to some out-of-the-way district for the purpose of reporting on a scanty attendance of children in each of a few small denominational schools.

* There are 2,097 students resident in the English training schools, which afford accommodation for 2,495 students. There are only five vacancies in the training schools for females, which hold 1,188 students.

These schools could in all probability be easily visited by a single inspector at the cost of a third of the time, labour, and expense required by present arrangements. A change in this part of the existing system would produce greater economy in inspection, and greater uniformity in the standard of examination applied to the various schools in each district. It would, moreover, probably be found to lead to a general improvement in education throughout the country, from the concentration of the efforts of the promoters and managers of schools in individual localities, which might be expected to ensue if they were brought under the guiding influence of a single mind. And it would certainly furnish Our Committee with more definite and connected information than we have at present, respecting the educational work and requirements of every district. This is one of the objects aimed at in the Education Bill now under discussion in Parliament; but it would, under any circumstances, have been a matter for consideration whether the time has not come when we should be justified in submitting to Your Majesty the propriety of altering the present conditions of denominational inspection.

Progress of present system

We mentioned above that in some particulars a satisfactory rate of progress continues to be maintained under the present system, and we now proceed to give some evidence in support of this statement. The figures hitherto quoted have reference to the results of inspection throughout Great Britain.

in England and Wales.

We propose, however, to confine our attention in this Report more immediately to England and Wales, first, because public attention is for the moment somewhat exclusively fixed upon these parts of the United Kingdom, by the fact that the operation of the Education Bill is limited to them; and, secondly, because we find that owing to accidental circumstances arising out of the death of one, and the illness of another, member of the staff of inspectors, the whole of the annual grant cases in Scotland were not visited in the course of the past year. The official returns of actual inspection on which we wish our remarks to be based do not, therefore, cover, for 1869, the entire field of our operations in the northern part of the island. We can state, however, that there was no falling off in the number of Scotch schools that called for inspection during the period under review, even if they were not all actually visited by an inspector.

The following tables of statistics abstracted from the reports of the inspectors on the elementary schools actually visited by them in the course of the last three years show clearly the rate at which the present system has advanced during that period:—

ENGLAND AND WALES.

	Years ending 31st August		
	1867.	1868.	1869.
ESTIMATED POPULATION at the middle of the year	21,429,508	21,649,377	21,869,607
NUMBER OF SCHOOLS, *i.e.* of Departments under separate Head Teachers, inspected—			
Receiving annual grants	12,003	12,798	13,644
Simply inspected	619	644	760
Total	12,622	13,442	14,404
ACCOMMODATION—			
In Annual Grant Schools	1,547,585	1,663,043	1,765,944
In Simple Inspection Schools *	50,108	47,480	58,362
Total	1,597,693	1,710,523	1,824,306
NUMBER OF SCHOLARS—			
In schools receiving annual grants—			
Present at examination—			
Day scholars	1,124,606	1,226,451	1,328,863
Evening scholars †	45,794	58,327	68,516
Total	1,170,400	1,284,778	1,397,379
Average number attending—			
Day scholars	911,681	978,521	1,062,999
Evening scholars	45,835	55,154	64,210
Total	957,516	1,033,675	1,127,209
In schools simply inspected—			
Present at examination—			
Day scholars	33,650	35,987	40,644
Evening scholars	33	94	63
Total	33,683	36,081	40,707
Average number attending—			
Day scholars	14,689	16,087	16,681
Evening scholars	—	158	118
Total	14,689	16,245	16,799
NUMBER OF TEACHERS—			
Certificated	10,510	11,102	11,752
Assistant	1,154	1,253	1,233
Pupil	9,362	10,677	12,357

* No returns from 106 schools in 1867, 140 schools in 1868, and 96 schools in 1869.

† 24,876 of the evening scholars examined in 1867, 36,768 of those examined in 1868, and 48,855 of those examined in 1869, were examined by the managers pursuant to Articles 142–9 of the Code.

SCOTLAND.

	Years ending 31st August		
	1867.	1868.	1869.
ESTIMATED POPULATION at the middle of the year	3,170,769	3,188,125	3,205,481
NUMBER OF SCHOOLS, *i.e.* of Departments under separate Head Teachers, inspected—			
Receiving annual grants*	1,878	2,026	1,939*
Simply inspected	91	104	84
Total	1,969	2,130	2,023
ACCOMMODATION—			
In Annual Grant Schools	234,146	251,397	245,270*
In Simple Inspection Schools†	5,468	8,690	6,768
Total	239,614	260,087	252,038
NUMBER OF SCHOLARS—			
In schools receiving annual grants—			
Present at examination—			
Day scholars	179,168	197,308	194,352*
Evening scholars	2,804	2,965	1,599
Total	181,972	200,273	195,951
Average number attending—			
Day scholars	169,708	184,847	182,028*
Evening scholars	2,886	3,207	2,631
Total	172,594	188,054	184,659
In schools simply inspected—			
Present at examination—			
Day scholars	5,045	6,533	5,465
Evening scholars	—	—	—
Total	5,045	6,533	5,465
Average number attending—			
Day scholars	2,664	3,806	4,119
Evening scholars	—	—	—
Total	2,664	3,806	4,119
NUMBER OF TEACHERS—			
Certificated	2,103	2,285	2,225*
Assistant	49	26	12
Pupil	2,157	2,510	2,659*

* 92 schools (*Institutions*) were *not* inspected during the year 1869. The managers' returns for those schools give an average attendance of 7,832 scholars, 97 certificated teachers, and 89 pupil-teachers.

† No returns from 18 schools in 1867, 13 schools in 1868, and two schools in 1869.

According to the first of these tables, the schools in England and Wales under inspection, and actually visited in the last three years, furnished accommodation in 1867 for 7·46 per cent., in 1868 for 7·91 per cent., and in 1869 for 8·34 per cent. of the whole estimated population. The average attendance in these schools as compared with the same population, in like manner rose from 4·53 per cent. in 1867, to 4·85 per cent. in 1868, and to 5·24 per cent. in 1869. This is satisfactory in so far as it shows that the accommodation supplied by our schools, and the attendance of the scholars who frequent them increase in a greater ratio than the population of the country, while the supply of teachers qualified, or preparing, to undertake the charge of these schools is also steadily improving. But we must note at the same time, that the accommodation in the schools continues to be largely in excess of the number of children who avail themselves of it, while the attendance at inspected schools falls grievously short of the supply of scholars who ought to be forthcoming from our population. If we go on, moreover, to apply to the children who do attend our schools any test of their attainments at all proportioned to their respective ages, we shall find that the results are much below any standard that can be accepted as satisfactory. Such a standard can be reached only by regular attendance at school, from an early age, and for a reasonable number of years. Without such attendance no labour of the best trained teacher will realise even the moderate requirement that the children who leave our schools shall be able "to "read and write without conscious difficulty, and to per- "form such arithmetical operations as occur in the ordinary "business of life."* Progress.

We assume that it has been sufficiently shown, as the result of the numerous inquiries held in late years by commissions and committees, official, Parliamentary, and independent, that the best education at present available for the children of the labouring classes is that offered by the schools under inspection, and in receipt of annual aid. If any doubt remained on the subject, it must have been removed by the report† of the exhaustive inquiry recently made by two experienced inspectors into the quantity and quality of the education given in the elementary schools of the municipal boroughs of Birmingham, Leeds, Liverpool, and Manchester. We do not, of course, deny that there may be cases, perhaps many cases, in which schools not under inspection are doing a good amount of faithful work, but these, even at

* Report of Royal Commission on Popular Education, vol. i., p. 174.
† See House of Commons Paper, No. 91 (1870).

the highest estimate of their numbers, must be regarded as comparatively rare, in dealing with the question of a national school system, and, in the following remarks, we wish to consider (1) what amount of accommodation in schools that could be recognised under such a system, is needed to meet the wants of the whole working population of the country; and (2) how far the existing schools, if falling short in point of *quantity* of the number required, may be accepted as satisfying the other primary condition of efficiency, viz., in regard to the *quality* of the instruction which they actually supply.

What further accommodation is required?

The first question, then, is for how many children of the class of those who frequent inspected schools would it be necessary to provide efficient accommodation, in addition to that afforded by the schools inspected in 1869?

The estimated population of England and Wales in the middle of 1869 was 21,869,607.*

Dr. Farr, as the result of several calculations on independent bases, made by him for the Schools Inquiry Commission,† arrived at the conclusion that 1 in 7·2 of the entire population belongs to the middle and upper classes; and this result is confirmed by the inquiries of various other authorities‡ who turned their attention to the same point when reporting to that Commission.

Assuming that this proportion is correct, it follows that the entire population of 1869, reduced by, say, one-seventh (3,124,229), will give the population (18,745,378) falling within the class for whose benefit the Parliamentary grant is voted.

Number of children from 3 to 12.

Now in every 1,000 of the population there are 75 between the ages of 3 and 6, and 135 between 6 and 12. We take those years as representing the infant school age and the juvenile school age approximately fixed by the standards of examination prescribed by the Revised Code. In other words, 21 per cent. of the population are of school age (as so defined), and of that proportion a little more than one-third are fitted for infant schools; or, in the case of the class more immediately under consideration, 3,936,513 children are of school age, of whom 1,405,903 are between 3 and 6, and 2,530,610 between 6 and 12 years of age.

The answer to our first question, therefore, may be found by contrasting these figures with the comparatively small number (1) of scholars that can be accommodated in our

* See 30th Report of Registrar-General, page lxiv.

† See Vol. I. of the Report of the Commission, Appendix II., page (6).

‡ See Mr. Fitch's Calculations in House of Commons Paper, No. 91 of 1870, page 18.

schools (1,824,306), and (2) of scholars who, whatever the amount of their attendance may be, are borne on the registers of these schools (1,569,139), of whom 424,984 are between 3 and 6, 995,036 between 6 and 12, and 149,119 upwards of 12 years of age.

Number from 5 to 12.

We may mention, in this connection, and as bearing upon the question of the age for compulsory attendance at school proposed in the Education Bill, that in every 1,000 of the population there are 183 children between 5 and 12; so that the number of children of the poorer classes who might be affected by this provision of the Bill amounted in 1869 to 3,430,335.

Present quality of instruction.

Passing from the question of the inadequacy of the accommodation now furnished by efficient schools, as to which, within certain limits, however wide, there is now little doubt, we propose to consider, secondly, the character of the instruction given in the annual grant schools, which we assume to be the best of their class.

In 1869 the inspectors visited, in England and Wales, 11,404 day schools, or departments of day schools, receiving annual aid, and under the charge of separate teachers. Of these schools or departments 2,383 are for boys only, 1,721 for girls only, in 5,430 boys and girls are instructed together, and 1,870 are mainly attended by infants.

These schools would hold 1,765,944 scholars, and 1,062,999 (601,344 males and 461,655 females) were in daily average attendance throughout the year. In their instruction were employed 6,108 schoolmasters and 5,644 schoolmistresses, either already certificated or passing the probationary period of two years, between the date at which they successfully passed their examination and the issue of their certificates.

Of the scholars below six years of age for whom grants may be paid (Article 40, *b*, 2) without individual examination, 245,300 had attended the number of times (200) qualifying them to bring grants to their schools, and of these 219,970 were present on the day of inspection; of the scholars above six years of age 843,142 were qualified, but only 696,440 were tendered for examination under the following standards:—

215,507	in Standard	I.
175,270	„	II.
132,001	„	III.
90,548	„	IV.
53,217	„	V.
29,897	„	VI.

The Standards are as follows:—

Article 48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading -	Narrative in monosyllables	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing -	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic	Form on black-board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10, orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

Of the scholars examined in these Standards 430,131 were under, and 266,309 were over 10 years of age.

The total number presented in Standards I.–III. was—

Under 10 years of age -	403,969
Over „ „ -	118,809

In Standards IV.–VI.—

Under 10 years of age -	26,162
Over „ „ -	147,500

The number who passed without failure in any one of the three subjects of examination was 470,346, of whom there were in Standards I.–III.—

Under 10 years of age -	286,647
Over „ „ -	83,852

And in Standards IV.–VI.—

Under 10 years of age -	14,523
Over „ „ -	85,324

Unsatisfactory results of examination.

These figures show that out of every 100 children present on an average daily 34·5 are disqualified either by age (under six) or by number of attendances (less than 200 in the year at the same school) for individual examination; and that of the remaining 65·5 the number actually presented for examination was 696,440, and of those who passed without failure in any one of the subjects 470,346. If we confine our attention to the scholars over 10 years of age it further appears that out of every 100 of these older scholars examined only 63·5 passed without failure, although 118,809, or 44·6 of the number, were examined in the three lower Standards; while those who passed without failure in the three higher Standards were only 32 out of the 100.

These results cannot be regarded as sufficient, and this is shown even more conclusivsly by the following considerations.

Further tested.

In every 1,000 children between the ages of 6 and 12, and therefore qualified by age to be presented for individual examination, there are—

176	between	6 and 7	who ought to be presented in		Standard	I.
172	„	7 and 8	„	„	„	II.
168	„	8 and 9	„	„	„	III.
165	„	9 and 10	„	„	„	IV.
161	„	10 and 11	„	„	„	V.
158	„	11 and 12	„	„	„	VI.

But in 1869, out of every 1,000 scholars qualified by age and attendance who might have been tendered for individual examination—

174	were not presented at all.		
256	were presented in	Standard	I.
208	„	„	II.
157	„	„	III.
107	„	„	IV.
63	„	„	V.
35	„	„	VI.

In the same period, moreover, out of every 1,000 scholars who were actually tendered for examination,—

310	were presented in	Standard	I.
252	„	„	II.
189	„	„	III.
130	„	„	IV.
76	„	„	V.
43	„	„	VI.

Such results, we must repeat, cannot be accepted as satisfactory. They show that out of every 1,000 children in our schools, qualified by age and attendance, only 98 were presented in the two higher Standards, in place of 319 who ought to have been prepared to pass such an examination, at the close of what must be to most of them the brief period of their school life. But this contrast between the *normal* and *actual* standard of presentation would be still more unfavourable if we took into account the fact that a considerable number of the scholars examined, being upwards of 12 years of age,* should have passed in previous years in the 6th Standard, and ought, therefore, strictly speaking, to be excluded from consideration in estimating the educational work of the year. Giving the schools, however, the benefit of not omitting these older children, it appears that in 1869, of the scholars above 10 years of age, brought forward for individual examination,—

17,774	were presented in	Standard	I.
40,475	„	„	II.
60,560	„	„	III.
67,089	„	„	IV.
and only			
50,679	„	„	V.
29,732	„	„	VI.

* 11·59 of the scholars in inspected schools in Great Britain are above 12 years of age.

That is to say, only 80,411 were examined in the two upper Standards, corresponding to their years, (1) out of 266,309 actual scholars who ought to have been examined in these Standards, and (2) out of a gross number of 807,070 children, who, in respect of age and social position, might have been found in our schools, and made duly qualified to pass these Standards.

No denomination of schools satisfactory in examination by age.

We have observed on the course of our inquiry into this subject, that the practice of either keeping back from examination the children who are duly qualified, by age and attendance, or of presenting them in Standards too low for their age, is not peculiar to the schools of any denomination. This is evident from the following table:—

Number of Children above Six Years of Age, in the Year ending 31 August 1869.	In Church of England Schools.	In British* Schools.	In Roman Catholic Schools.
1. Qualified for examination - -	613,697	181,473	47,972
2. Presented for examination -	506,131	151,467	38,842
3. Examined above 10 years of age -	188,920	64,472	12,917
4. Above 10, examined in four lower Standards - - - -	130,085	46,208	9,605

This table shows that—

(1.) Of every 100 scholars, of each denomination, qualified by age and attendance,—

82·4 in Church schools were examined.
83·5 in British schools „ „
80·9 in Roman Catholic schools „

(2.) Of every 100 scholars examined,—

37·3 in Church schools were above 10 years of age.
42·6 in British schools „ „ „
33·3 in Roman Catholic schools „ „

(3.) Of every 100 scholars examined, there were in the four lower Standards, and above 10 years of age,—

25·7 in Church schools.
30·5 in British schools.
24·7 in Roman Catholic schools.

In drawing any conclusions from these figures, it ought to be borne in mind,—

(1.) That 23 per cent. of Church schools,
22 per cent. of British schools, and
37 per cent. of Roman Catholic schools,
in England and Wales, are mainly attended by infants.

* Including Wesleyan and other Protestant Schools not connected with the Church of England.

(2.) That out of every 100 scholars,—

73·76 in Church schools,
69·19 in British schools, and
77·16 in Roman Catholic schools,

are under 10 years of age, and—

(3.) That of the children on the school registers,—

27·56 per cent. in Church schools,
24·14 per cent. in British schools, and
31·18 per cent. in Roman Catholic schools,

are under 6 years of age.

Value of infant schools.

The class of schools, therefore, which makes the most special provision for the separate instruction of infants, and numbers the largest proportion of infants on its registers, is at the same time found to present the smallest proportion of scholars above 10 years of age in the lowest Standards. No figures which we could quote would demonstrate more conclusively the necessity of making a careful organisation of infant schools the basis of an efficient system of national education.

Normal Schools.

Normal schools.

We referred in a previous part of this report to the increased number of students now in residence in the Normal schools under our inspection. It is impossible to over estimate the value of these institutions, which have prepared so large a proportion of the acting teachers of elementary schools, for the important work discharged by them throughout the country. The Normal schools do not, certainly, furnish the only means by which the supply of certificated teachers is kept up; but inquiries made by us, in the course of last year, showed conclusively that the efficiency of the profession is mainly sustained by their action.

Proportion of trained teachers.

We found that out of 3,251 masters of schools in England, to which annual grants are made,—

66 per cent. had been trained in a Normal school for at least two years.
17 per cent. had been trained for one year.
14·7 per cent. were untrained.
2·3 per cent. were provisionally certificated (after five years of service as pupil-teachers), for employment in small rural schools, under Article 132 of the Revised Code.

In like manner, of 3,054 schoolmistresses in English schools,—

67·3 per cent. had been trained for two years.
14·6 „ „ one year.
13·7 were untrained.
4·4 per cent. were provisionally certificated.

In Scotland, where so many of the teachers of parochial and other schools, have enjoyed the benefit of a university education, the proportion of masters who have gone through a course of training in a Normal school is not so large as in England; yet out of 773 masters,—

56·8 per cent. had been so trained for two years.
17·8 per cent. for one year; and
25·4 per cent were untrained.

Of 376 schoolmistresses, on the other hand,—

76·9 per cent. had been trained for two years.
13·8 per cent. for one year; and only
9·3 per cent. were untrained.

Untrained teachers.

It should be borne in mind, however, that we class here as *untrained*, not merely those teachers who have obtained their certificates without any avowed special preparation, but also all those who before presenting themselves for examination may have—

(1.) Attended a training school for less than one year;
(2.) Passed through the classes of a Scotch university; or,
(3.) Served for five years as pupil-teachers, and subsequently for one or more years as assistants, in schools under the charge of principal teachers, themselves holding certificates.

This is a large and increasing class, and comprises many names of teachers now doing good service in inspected schools, whose merits have been recognised by the award of certificates. But the fact remains, that by far the largest proportion of our teachers do pass through one or other of the Normal schools, and it is therefore of importance to note—

(1.) How many teachers these schools can annually add to the profession.
(2.) At what cost to the public this supply is kept up.
(3.) How many students are availing themselves of the benefits held out by these institutions; and
(4.) How many pupil-teachers are now in the course of preparation for admission to a training school.

All this is shown by the following summaries, from which we also gather that the effects of Mr. Corry's Minute

(Article 90[1]), the gradual rise in the salaries of the masters and mistresses of elementary schools, and the growing importance which attaches to the occupation of a teacher, are all tending to draw to the profession a larger proportion of candidates, of a class who, in the daily increasing pressure upon the means of employment in this country, will not easily find a more honourable or more remunerative career.

SUMMARY No. 1.

DENOMINATION.	Original Cost of Buildings.									Amount of Expenditure for Year 1869.								
	Subscribed.			Granted by Committee of Council.			Total.			Granted by Committee of Council.			Balance from other Sources.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Church of England	194,085	14	1¼	91,474	10	3	285,560	4	4¾	40,563	9	1	17,503	13	5	58,067	2	6
British	40,425	9	7	12,203	7	6	52,628	17	1	6,488	16	11	2,080	7	11	8,569	4	10
Wesleyan	33,101	9	3	5,049	10	0	38,150	19	3	4,192	6	8	3,024	19	10	7,217	6	6
Congregational	—			—			—			423	15	0	1,445	0	9	1,868	15	9
Home and Colonial	1,600	0	0	6,000	0	0	7,600	0	0	4,064	6	8	1,462	0	6	5,526	7	2
Roman Catholic	9,630	0	8	3,900	0	0	13,530	0	8	3,608	16	4	1,511	12	3	5,120	8	7
Scotch:—																		
Established	14,699	7	10½	11,847	8	0	26,546	15	10½	6,404	5	11	2,224	11	2	8,628	17	1
Free Church	14,467	18	6	7,492	10	0	21,960	8	6	6,580	11	7	1,753	3	10	8,333	15	5
Episcopal	—			—			—			528	0	11	333	14	0	861	14	11
Grand Totals	308,010	0	0½	137,967	5	9	445,977	5	9½	72,854	9	1	31,339	3	8	104,193	12	9

SUMMARY No. 2.

DENOMINATION.	Number of Students.											
	Room for (Article 102[1]).			Resident.								
				1868.			1869.			1870.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Church of England	999	788	1,787	533	718	1,251	488	714	1,202	628	776	1,404
British	141	102	243	99	102	201	121	102	223	141	105	246
Wesleyan	72	60	132	62	54	116	67	64	131	76	65	141
Congregational	25	25	50	—	—	—	6	13	19	19	24	43
Home and Colonial	—	140	140	—	140	140	—	140	140	—	140	140
Roman Catholic	70	73	143	34	67	101	42	65	107	50	73	123
Total, England	1,307	1,188	2,495	728	1,081	1,809	724	1,098	1,822	914	1,183	2,097
Scotch:—												
Established	188	168	356	116	109	225	111	110	221	120	110	230
Free Church	199	185	384	78	126	204	71	150	221	88	164	252
Episcopal	—	26	26	—	19	19	—	22	22	—	21	21
Total, Scotland	387	379	766	194	254	448	182	282	464	208	295	503
Grand Totals	1,694	1,567	3,261	922	1,335	2,257	906	1,380	2,286	1,122	1,478	2,600

SUMMARY No. 3.

SHOWING the SOURCES from which the CANDIDATES for TRAINING, in each of the above three Years, were mainly drawn, at the previous CHRISTMAS EXAMINATIONS.

GREAT BRITAIN.

	1867.		1868.		1869.	
	Males.	Females.	Males.	Females.	Males.	Females.
Pupil-teachers of all years, at Christmas -	5,374	6,312	6,365	7,303	7,332	8,369
Pupil-teachers in their fifth year - - -	650	957	637	889	815	1,135
Pupil-teachers examined for admission into Normal schools - - - - -	445	674	413	631	542	744
Non-pupil-teachers examined - - -	154	205	202	279	250	288
Candidates who passed the examination successfully - - - - - -	454	706	467	788	698	883

Supply of trained teachers.

The English Normal schools, which furnish accommodation for (about) 2,500 students, could turn out every year 1,250 teachers, who had gone through a two years' course of training. This supply, if the school life of a teacher, under a thoroughly organised system of public instruction, is estimated at 20 years, would keep up a staff (when once established) of 25,000 trained teachers for our elementary schools, without taking into account the number that enter the profession through other channels.

The training schools in Scotland could, in like manner, maintain a body of 7,660 duly trained teachers; a number somewhat in excess of the requirements of that part of the kingdom, which might consequently be drawn upon for the supply of English schools.

Supply of pupil-teachers checked by

The number of pupil-teachers throughout the country, by whom the training schools are mainly filled, is steadily rising; but the supply would probably be largely and usefully increased if the managers of schools took more pains to make known the immediate and prospective advantages held out by such an engagement to young persons of the lower and middle ranks of life; if they left the selection of candidates less exclusively to the principal teachers; if they watched more closely the manner in which the teachers fulfil their duties to their assistants; and, lastly, if taking more direct control over the details of the engagement into their own hands, they offered better salaries to the pupil-teachers for their services. The following table of percentages calculated on a large number of cases in England and Wales (2,996 males and 3,961 females) shows the rate at which pupil-teachers are remunerated, and it appears to

inadequate remuneration offered.

us to confirm the repeated representations made by the inspectors, of the unwarrantable extent to which committees are in the habit of making over to the principal teachers the financial arrangements of their schools, for which they themselves are properly responsible. We frequently receive complaints from managers of the difficulty of finding male pupil-teachers, when a reference to their yearly returns of income and expenditure shows that, while the masters may be drawing very liberal salaries from the schools, a stipend of 5*l.* a year, to begin with, is all that is offered to candidates for engagement as pupil-teachers. The Revised Code purposely leaves all matters of this kind to be settled in each case on the spot, according to the general rate of wages in the district; but the object of doing so is defeated if the local authorities do not interfere to prevent even the suspicion that any interested influence has affected too exclusively the scale of remuneration enjoyed by the various classes of teachers in their schools.

PER-CENTAGE of PUPIL-TEACHERS.

(1.)

	Whose Wages begin at, per Annum						Whose Wages rise to							
	5*l.* or under.		Between 5*l.* and 10*l.*		Over 10*l.*		10*l.* or under.		Between 10*l.* and 15*l.*		Between 15*l.* and 20*l.*		Over 20*l.*	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Church of England -	9·7	16·	79·9	80·3	10·4	3·7	4·1	6·2	13·5	21·9	72·3	69·7	10·1	2·2
British -	11·2	21·7	80·8	74·	8·	4·3	2·4	2·8	9·7	25·4	72·8	67·1	15·1	4·7
Roman Catholic -	4·5	4·5	86·4	83·6	9·1	11·9	2·7	2·5	8·2	16·6	84·6	79·8	4·5	1·
Total -	10·	15·9	80·4	79·5	9·6	4·6	3·5	5·2	12·	22·	72·9	70·3	11·6	2·5

(2.)

	Whose Wages are paid									
	Yearly.		Half-yearly.		Quarterly.		Monthly.		Weekly.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Church of England -	39·6	35·6	6·	5·7	46·4	52·	4·6	5·	3·4	1·7
British - - -	46·	43·8	6·2	6·1	36·9	41·8	7·8	6·6	3·1	1·7
Roman Catholic -	34·6	49·3	1·8	·7	40·	40·1	19·1	6·7	4·5	3·2
Total - -	41·5	38·5	6·	5·2	43·	48·9	6·2	5·5	3·3	1·9

Some of the reports in this volume may be thought to exceed, both in the range and tenour of the remarks which they contain, the limits usually observed by the writers of such papers; but we have published them because we feel that we should not be justified in withholding from general perusal, under present circumstances, any opinions, however divergent, submitted to us by the members of an active and intelligent staff, on a question with which many of them have been long practically conversant, and by which, in all its various bearings, the attention of the public is for the moment so exclusively engrossed.

We regret that the failure of the attempt made in 1869 to effect by legislation some improvement in the school system of Scotland has made it necessary for us to continue the provisional arrangements under which the Parliamentary Grant has been administered since 1863 in that part of the United Kingdom.

(Signed) de GREY AND RIPON.
W. E. FORSTER.

Council Office, the 27th day of June 1870.

REVISED CODE (1870)

OF

MINUTES AND REGULATIONS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

PRELIMINARY CHAPTER.

1. A SUM of money is annually granted by Parliament for public Education in Great Britain.

2. This sum is administered by an establishment called the Education Department.

3. The head of the Education Department is the Lord President of the Council, assisted by a member of the Privy Council, who is called the Vice-President of the Committee on Education, and who acts under the direction of the Lord President, and for him in his absence (Order in Council, 25 February 1856, Act 19 & 20 Vict. c. 116).

4. The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

5. The means consist in aiding voluntary local exertion, under certain conditions, to establish or maintain schools, which are either:

(*a.*) For the instruction of children (*elementary*); or

(*b.*) For training *schoolmasters and schoolmistresses* (*normal*).

6. In elementary schools, the children attend from the homes of their parents, and charge is taken of them during the school hours only.

7. In normal schools, entire charge is taken of the students.

8. Every school aided from the grant must be either:

(*a.*) A school in connexion with some recognized religious denomination; or

(*b.*) A school in which, besides secular instruction, the Scriptures are read daily from the authorized version.

9. Aid to establish schools is given by grants towards the cost of building, enlarging, improving, or fitting up, elementary school-rooms and dwellings for elementary teachers.

Aid is not given to establish normal schools.

10. Aid to maintain schools is given by grants to the Managers conditional upon the attendance and proficiency

of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "Annual Grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council on the representation of the Committee of Council on Education.

13. The Committee of Council consults the religious or educational bodies which are mentioned in Article 30 before making representations to Her Majesty for the appointment of inspectors to visit schools in connexion with those several bodies.

14. The inspectors do not interfere with the religious instruction, discipline, or management of schools, but are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Committee of Council.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to an elementary school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Committee of Council informs the managers of a change. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each elementary school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

18. Schools which have received aid for building, but are not receiving annual grants, are inspected as often as the periodical inspection of the schools receiving annual grants permits.

19. The managers of schools fulfilling the conditions of Articles 4, 6, and 8, may apply for the benefit of Article 18, without having received, or applying for, any grant.

20. The duration of the period, over which the right of inspection extends, depends upon the degree of permanency of the object for which the grant is made.

(*a.*) If the grant is made for erecting, enlarging, or improving a school, the right of inspection is secured by a clause inserted in, or endorsed upon,

the school deed, and is co-extensive with the interest conveyed by that deed.

(*b.*) If the grant is annual only, the inspector's visit may at any time be declined by the managers, on forfeiting the grant depending upon it.

21. No undertaking must be commenced in general reliance upon the aid to be obtained from the Parliamentary grant. Separate applications, in the form of proposals, must, in the first instance, be addressed to the Secretary, Committee on Education, Council Office, London, S.W.

Full instructions are thereupon issued according to the particulars of the application.

The promoters, or managers, must appoint one of their own body to act as correspondent with the Education Department. Teachers cannot act as correspondents for the schools in which they are employed.

CHAPTER I.

GRANTS TO ESTABLISH ELEMENTARY SCHOOLS.

BUILDING.

22. Aid is not granted to build new elementary schools unless their Lordships are satisfied—

(*a.*) That there is a sufficient population of the labouring class which requires a school in the vicinity.

(*b.*) That the religious denomination of the new school is suitable to the families relied upon for supplying scholars.

(*c.*) That the school is likely to be maintained in efficiency.

(*d.*) That the buildings, at the time of application, have not been begun nor contracted for, and that no trust deed has been executed.

23. The grants made by the Committee of Council for building, enlarging, improving, or fitting up elementary schools, are not to exceed *any one* of the following limits, viz. :—

1*st Limit.*—The total amount voluntarily contributed by proprietors, residents, or employers of labour *in* the parish where the school is situated, or *within* a radius of four miles from the school. Such contributions may be in the form of

(*a.*) Individual subscriptions ;

(*b.*) Collections in churches or chapels in the same parish, or within the distance of four miles from the school ;

(*c.*) *Materials*, at the price allowed for them by the contractor, or at which sold off;

(*d.*) Sites given without valuable consideration (the value to be certified by two professional surveyors);

(*e.*) Cartage (the value to be certified by the parochial surveyor of roads).

2*nd Limit.*—2*s.* 6*d.* per square foot of internal area in new school-rooms and class-rooms.

3*rd Limit.*—65*l.* for each teacher's residence.

24. The site, plans, estimates, specifications, title, and trust deed, must be previously approved by the Committee of Council.

25. The balance of expenditure which is not covered by the *voluntary local* contributions and by *the public grant*, taken together, may be made up from any other sources that are available, such as the proceeds of endowment, or subscriptions which are not local.

26. Grants are not made for rooms intended to be used on Sundays only; nor for rooms under places of worship; nor to pay off debts for building; nor in consideration of former expenditure for building; nor for maintenance of buildings; nor for improving or fitting up schools which have already received the maximum amount allowable under Article 23.

27. The extension of the area of existing school-rooms to receive more scholars, and the addition of teachers' dwellings to existing *school-rooms, are treated pro tanto* as new cases under Article 23.

28. No application can be entertained if the approved estimate (Article 24) falls below 20*l.* in small rural schools (Article 133), or 50*l.* in other schools.

The Site.

29. The site must be—

(*a.*) *In extent,*

Not less than 1,200 square yards.

(*b.*) *In situation,*

1. Not unhealthy, nor noisy.
2. Within convenient distance from the homes of the scholars.

(*c.*) *In tenure,*

Fee simple (Acts 4 & 5 Vict. c. 38., and 12 & 13 Vict. c. 49.)

(1.) Without incumbrance, or rights reserved over the surface.

(2.) If with reservation of minerals, the party in whom the fee simple of them is vested must covenant to make compensation in the event of damage, and the grant made by the Committee of Council must be the first charge upon such compensation; the whole of which is to be applied as the Secretary of State for the Home Department may direct in furtherance of the trust for a school.

(3.) If subjected to powers of leasing, sale, or re-entry, the lease or sale must not be without the written consent of the Secretary of State for the Home Department, nor the re-entry without first repaying any grant which may have been paid in respect of the premises.

(4.) Leaseholds are not admissible, if fee simple can be obtained. The term must not be less than 99 years, and there must be no onerous covenants, nor more than nominal rent.

(5.) Copyholds must be enfranchised (Act 12 & 13 Vict. c. 49. s. 6.).

The Trust Deed.

30. The trust deed must declare the premises to be granted in trust for the education of the poor, and for no other purpose whatever. It must also provide for the legal ownership of the premises, and for the inspection and management of the school, according to one or other of the precedents settled for: Church of England Schools, British Schools, Established Church of Scotland Schools, Wesleyan Schools, Free Church (Scotland) Schools, Roman Catholic Schools, Jewish Schools, Episcopal Church (Scotland) Schools, Undenominational Schools (belonging to none of the previous classes, but in which the Bible is read daily from the authorized version).

31. When the trust deed has been executed according to a draft approved and sealed by the Committee of Council, and (when necessary) enrolled or registered, a copy of it, including all signatures, attestations, and endorsements, must be made on plain unstamped parchment, and lodged in the Education Office.

32. When the application is for a grant to enlarge, improve, or fit up, an existing elementary school already conveyed in trust, the deed must be a legal conveyance of

the land, and not at variance with any of the principles which determine the approval of new deeds. The right of inspection must be permanently secured (Act 7 & 8 Vict. c. 37. sections 1 and 2), and there must be no powers or reservations to which the Act 18 & 19 Vict. c. 131. cannot be applied, and which might become prejudicial to the school.

The Plans.

33. The plans (with specification and estimate), when approved and sealed, may be returned to the promoters for use, but must be lodged in the Education Office before a grant is paid.

Payment of Grants for Building, Enlarging, Improving, or Fitting up Elementary Schools.

34. The amount of the grant is not announced until after the draft trust deed and plans have been sealed.

35. The grant must be accepted or declined within 14 days.

36. The grant is paid on presentation of a certificate (with balance sheet annexed), by the Building and Managing Committees of the school, setting forth that the building and conveyance are completed, and that the money in hand, raised by absolute donations, will, when added to the grant, meet all claims, and finally close the account.

37. Grants under 50*l.* are treated as lapsed, if unpaid at the end of nine months, and grants above 50*l.* at the end of 18 months, from the date of announcing them.

CHAPTER II.

GRANTS TO MAINTAIN SCHOOLS.

PART I.

ELEMENTARY SCHOOLS.

SECTION I.

Annual Grants conditional upon the Number and Proficiency of the Scholars, the Number and Qualifications of the Teachers, the State of the Schools, and the Destination of the Pupil-Teachers.

38. Schools may meet three times daily; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grants.

40. The managers of schools may claim at the end of each year, defined by Article 17:

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings, not being less than 400, of their school, and 2*s.* 6*d.* per scholar

according to the average number in attendance throughout the year at *the evening* meetings, not being less than 40, of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Articles 46 and 48).
2. If under six years of age, and present, except in united schools (Article *138[2]), on the day of the examination, 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 46, *a*).

*40[1]. The average number of scholars in attendance for any period is found by adding together the attendances (Article 41) of all the scholars for the same period, and dividing the sum by the number of times the school has been open within the same period; the quotient is the average number in attendance.

41. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction less than two hours, nor attendance at an evening meeting for any scholar who has been under instruction less than one hour and a half.

42. Evening attendances may not be reckoned with morning or afternoon attendances in making up the prescribed minimum of 200 or 24 attendances.

43. Evening attendances may not be reckoned for any scholar under 12 years of age.

44. Every scholar attending more than 200 times in the morning or afternoon, for whom 8*s.* is claimed, forfeits 2*s.* 8*d.* for failure to satisfy the inspector in reading, 2*s.* 8*d.* in writing, and 2*s.* 8*d.* in arithmetic (Article 48).

*44[1]. Evening scholars may be examined by the inspector at the time of his visit (Article 16), or, when more convenient, at another time under the direction of the managers (Articles 142–9).

45. Every scholar attending more than 24 times in the evening, for whom 5*s.* is claimed, forfeits 1*s.* 8*d.* for failure to satisfy the inspector in reading, 1*s.* 8*d.* in writing, and 1*s.* 8*d.* in arithmetic (Article 48).

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

46. Every scholar for whom the grants dependent upon examination are paid (Article 40, *b*, 1, and *c*,) must satisfy the inspector either—

(*a*.) According to one of the following standards (Article 48); or,

(*b*.) In some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.

*46[1]. No scholar attending in the morning or afternoon may be presented a second time for examination—

(*a*.) under the same or a lower standard † (Article 46, *a*); nor

(*b*.) beyond Standard VI (Article 46, *b*).

*46[2]. Articles 46, *b*, and 46[1], *a* do not apply to evening scholars.

47. Under any Half Time Act, 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40, *b*:—

(*a*.) Upon examination.

(*b*.) Without examination, after they have satisfied the inspector according to the highest standard (Article 48), but continue to attend school under the Act.

*47[1]. In calculating (Article 40[1]) the average number in attendance, the attendances (Article 41) of half-time scholars reckon for no more than those of other scholars.

48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.	Narrative in monosyllables.	One of the Narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing.	Form on blackboard or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic.	Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10; orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

† See Supplementary Rules, pages 23–24, columns VIII*a*, VIII*b*.

49. The grant may either be withheld altogether or reduced for causes arising out of the state of the school.

50. The inspector does not proceed to examine scholars in reading, writing, and arithmetic for the grant, until he has first ascertained that the state of the school does not require it to be withheld.

51. The grant is withheld altogether,—

(*a.*) If the school be not held in a building certified by the inspector to be healthy, properly lighted, drained, and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal space for each child in average attendance.

(*b.*) If the principal teacher be not duly certificated (Article 67) and duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

Exceptions:—

1. United schools (Article 136).
2. Infants, in a separate room, whose average number in attendance throughout the year (Article 17) does not exceed 40, and who form part of one school under a certificated teacher in the same premises.

(*c.*) If the girls in the school be not taught plain needlework as part of the ordinary course of instruction.

(*d.*) If the registers, accounts, and certificates (Articles 79, and 88, *columns* 2–3) do not warrant confidence.

(*e.*) If, on the inspector's report, there appears to be any *primâ facie* objection* of a gross kind. A second inspection, wherein another inspector (or inspectors) takes part, is made in every such instance, and if the grant be finally withheld, a special minute is made and recorded of the case.

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* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

(*f.*) If three persons at least be not designated to sign the receipt for the grant on behalf of the school.

52. The grant is reduced,—

(*a.*) By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction * or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

(*b.*) By sums of 10*l.* for every 40 or 80, after the first 50 of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively for every such 80 scholars.

The forfeiture is reduced from 10*l.* to 5*l.* if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Pupil-teachers cannot be apprenticed in schools under teachers certificated in the lower grade of the fourth class (Articles 131–2), nor in united schools (Articles 135–140).

(*c.*) By its excess above,—

1. The amount of school fees and subscriptions; or
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 17.

(*d.*) By the amount of any annual endowment (Article 93[3]).

53. If the excess of scholars has arisen from increased attendance of children since the last settlement of the school staff (Articles 62, 63), the forfeiture prescribed by Article 52 (*b*), does not accrue.

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* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

*53[1]. The reduction prescribed by Article 52 (*d*) is suspended, as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s*. per scholar according to the average number in attendance in the year defined by Article 17.

54. (For the Article formerly 54 see 54[1]). The grant is increased at the rate of 1*s*. 4*d*. per examination satisfying the inspector (*pass*) in reading, writing, or arithmetic (Article 48), up to any number of such examinations, not exceeding 120, on the following conditions, viz. :—

(*a*.) The number of teachers must have allowed, throughout the past year (Article 17), for every 40 or 80 after the first 25, of the average number of scholars in attendance either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 for every such 80 scholars.

(*b*.) The number of passes in reading, writing, and arithmetic must—

1. exceed 200 per cent. of the annual average number of scholars in attendance who are over six years of age. In schools where the calculation of average attendance is made indiscriminately upon scholars above and scholars under six years of age, the school registers of age are to determine in what ratio the average number in attendance is to be divided.
2. fall under Standards IV.—VI., to the extent of at least one-fifth part of the whole number of passes.

(*c*.) The time tables of the school, in use throughout the past year (Article 17), must have provided for one or more specific subjects of secular instruction beyond Article 48. The inspector must name the specific subject or subjects in his report, and must state that at least one-fifth part of the average number of scholars over six years of age have passed a satisfactory examination therein.

*54[1]. (This Article was numbered 54 in the Code of 1867. It has expired except with regard to *Scotland*, and is verbally altered to adapt it to its now limited applica-

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

tion.) Pupil-teachers engaged with the consent of the Committee of Council on Education according to the form of indenture in use under the Code of 1860, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

55. In every school receiving annual grants, there must be provided, out of the school funds, besides the ordinary registers of attendance,—

(*a.*) A diary or log-book.

(*b.*) A portfolio wherein may be laid all official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

Diary or Log Book of School.

56. The diary or log-book must be stoutly bound and contain not less than 500 ruled pages.

57. The principal teacher must daily make in the log-book the briefest entry which will suffice to specify either ordinary progress, or whatever other fact concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c. may require to be referred to at a future time, or may otherwise deserve to be recorded.

58. No reflections or opinions of a general character are to be entered in the log-book.

59. No entry once made in the log-book may be removed nor altered otherwise than by a subsequent entry.

60. The inspector will call for the log-book at his annual visit, and will report whether it appears to have been properly kept throughout the year.

61. The inspector will not write any report on the good or bad state of the school in the log-book at the time of his visit, but will enter therein with his own hand the full name and standing (*certificated teacher of the —— class*, or *pupil-teacher of the —— year*, or *assistant-teacher*) of each member of the school establishment. The inspector will not enter the names of pupil-teachers respecting whose admission the Committee of Council has not yet pronounced a decision.

62. The summary of the inspector's report when communicated by the Committee of Council to the managers must be copied into the log-book by the secretary of the latter, who must also enter the names and description of all teachers to be added to, or withdrawn from, those entered by the inspector, according to the decision of the Committee of Council upon the inspector's report. The secretary of the managers must sign this entry.

63. The inspector before making his entry of the school establishment in the following year will refer to his own entry made in the preceding year, and also to the entry which is required to be made by the secretary of the school pursuant to Article 62, and he will require to see entries in the log-book accounting for any subsequent change of the school establishment.

*63[1]. A log-book must be kept in each united school (Article 141 *b*).

SECTION II.

Teachers referred to in the preceding Section.

64. The recognized classes of teachers are,—(*a.*) Certificated teachers. (*b.*) Pupil-teachers. (*c.*) Assistant teachers.

65. Lay persons alone can be recognized as teachers in elementary schools.

Certificated Teachers.

66. Teachers, in order to obtain certificates, must be examined (Article 130), and must undergo probation by actual service in school (Articles 73, 74).

67. Certificates are of four classes. The fourth (lowest) class consists of an upper and a lower grade (Article 131), and includes special certificates for teachers of infants (Article 122). No certificate is issued above the fourth class. Certificates are raised to the higher classes by good service only (Article 78).

Examination.

68. Teachers are examined for certificates as means of distributing the Parliamentary grant to schools. The examination is not open to candidates for professional diplomas only.

69. Examinations are held in December of each year at the several training schools under inspection (Articles 119

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and 128). The relative proficiency of the candidates according to examination is recorded upon their certificates, but does not affect the class of them (Article 67).

70. A syllabus, for male and female candidates respectively, of the course of study, may be had on application to the Committee of Council.

71. The names of teachers desiring to be examined must be notified by the managers of their schools to the Committee of Council before the 1st day of November preceding the examination.

72. Candidates admissible to be examined for certificates must be,—

(*a.*) Students in normal schools under inspection (Articles 94, 119, and 120–1); *or*,

(*b.*) Teachers who, besides satisfying Articles 68 and 71, are upwards of 22 years of age, and have either—

1. completed an engagement as pupil-teacher satisfactorily; *or*,
2. obtained at least two favourable reports with an interval of one year between them upon the school in which they are still employed.

Probation.

73. Candidates for certificates, after successfully passing their examination, undergo probation (*that is to say*), they must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

74. One favourable report is sufficient after the examination, if the candidate, being continuously engaged in the same school, has obtained two favourable reports in consecutive years immediately preceding the examination.

*74[1]. The inspector reports of each school visited by him whether it is efficient in organization, discipline and instruction.

75. Teachers under probation (Articles 73–4) satisfy the conditions which require that schools be kept by certificated teachers.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

Revision.

76. If the second (or third) report is favourable, a certificate of the fourth class is issued, and remains in force (unless recalled under Articles 74[1] and 79) for the next five years; after which interval, it is open to revision, according to the intermediate annual reports; and so on after each further period of five years until the first class is reached.

77. No teacher who has changed more than once from one school to another during the five years preceding revision can be advanced to a higher class.

78. Re-examination is not permitted to candidates once passed, unless they fall under Article 131.

Concurrence of Managers.

79. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

*80.

Pupil-teachers.

81. Pupil-teachers are boys or girls employed to serve in a school under inspection on the following conditions, namely:—

(*a.*) *That the school* is reported by Her Majesty's Inspector to be—

1. Under a duly certificated master or mistress (Articles 67 and 131).
2. Held in suitable premises.
3. Well furnished, and well supplied with books and apparatus.
4. Divided into classes, and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b.*) *That the pupil-teachers* be not less than 13 years (completed) of age at the date (*see marginal note* 6) of their engagement.

(*c.*) Be of the same sex as the principal teacher of the school, or department of a school, in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil-teachers may receive instruction out of school-hours from the master, on condition that the mistress be

* Retained in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

invariably present during the whole time that the lessons are being given by the master, who must be husband, father, son, or brother of the mistress, and not both young and unmarried.

(*d.*) Be presented to the inspector for examination at the time and place fixed by his notice (Article 16).

(*e.*) Pass the examinations and produce the certificates specified in Article 88.

(*f.*) *That the managers* enter into an agreement in the following terms :—

To be stamped with a stamp of 2*s.* 6*d.*

MEMORANDUM OF AGREEMENT between

[1] Names, &c. in full of a quorum of the managers.

[1] _____

_____ herein-after called *the managers*, on behalf of the Managers of the _____ School and[2]

[2] Names, &c. in full of father or other surety of the assistant.

_____ herein-after called *the surety*

[3] Father, or as the case may be.

the[3] _____ of[4] _____

[4] Name in full of the pupil-teacher.

herein-after called *the pupil-teacher*.

The said managers, for themselves, their executors, administrators, and assigns, agree with the said surety, h[5] __ executors, administrators, and assigns, as follows :

[5] His or her.

1. The said managers agree to engage *the said pupil-teacher* to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than six hours upon any one day, nor more than 30 hours in any one week. Sunday is expressly excluded from this engagement, and all duties intended to be performed by the pupil-teacher on that day are left to be separately agreed upon.

[6] The month defined by Article 16.

[7] Preceding month.

[8] Five full years; or any less number of years, not under two, provided (*a.*) that the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service; and provided also (*b.*) that the end of the reduced term of service fall beyond the candidate's 19th year (completed).

2. This engagement shall begin on the first day of[6] _____ 187__, and shall end on the last day of[7] _____ 18[8]__, but if the said pupil-teacher shall, with the consent of the other parties hereto, attend one of the examinations held by Her Majesty's inspectors of schools for admission into Normal schools in December next

preceding the last-mentioned date, this engagement may end on the 31st day of the said month of December.

[9] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[10] Week, or as the parties may agree.

3. The said pupil-teacher shall be paid as wages[9] _____ per[10] _____ in the first year, and this sum shall be increased by[9] _____ per[10] _____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the managers of the said school for the time being for the unexpired remainder of any year after receipt of notice from the Committee of Council that the said pupil-teacher has failed to pass the examination, or to fulfil the other conditions, of a pupil-teacher according to the standard of the preceding year as prescribed in the Articles of the Code of the said Committee applicable to the case.

4. The said pupil-teacher either while the school is not being held, or as one of the scholars (if any) attending the school for instruction in the evening, shall receive, without charge, from the certificated teacher of the said school for the time being, special instruction during five hours per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.

5. The said pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind respectively; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice, by the payment on either side of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the

settlement of all other accounts between the parties.

6. The said pupil-teacher enters into this engagement freely and voluntarily on h[5]_____ own part, and with the privity and consent of the said surety.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed[11] this ___ day of _____

_____ in the presence of _____

_____ in the presence of _____

_____ in the presence of _____

[11] All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

N.B.—This agreement should be deposited with the school papers (Article 55). The surety should have either an executed duplicate (which requires a second stamp), or at least a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (*by removal of managers, or otherwise*), forms and instructions for a new agreement (with stamp) may be obtained upon application (*Article 21*) to the Committee of Council.

82. The Committee of Council on Education is not a party to the engagement, and confines itself to ascertaining, on the admission of the pupil-teacher and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b*). Whether the prescribed certificates are produced from the managers.

83. Whatever other questions arise upon the engagement may be referred to the Committee of Council on Education (provided that all the parties agree in writing to be bound by the decision of Their Lordships as final), but, otherwise, must be settled like any other matter of hiring or contract.

84. Vacancies in the office of pupil-teacher, however occasioned, which occur in the course of any year (Article 17), must not be filled up until after the next examination by the inspector. In the meantime, the candidate or candidates must be engaged by the week only as monitors,

and the memorandum of agreement, Article 81 (*f*), must not be executed until after notice from the Committee of Council (Article 62) to the managers that the conditions of admission to pupil-teachership are fulfilled in each case.

85. Temporary monitors engaged by the week, pursuant to Article 84, for the supply of vacant pupil-teacherships during a current year (Article 17), satisfy Article 52 (*b*), provided that—

(*a.*) A sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the inspector's next examination for admission (Article 88) to permanent engagements; and—

(*b.*) The vacancies have not been occasioned by voluntary causes (*i.e.*, causes for which any of the parties to the agreement can be held responsible) before the fourth year's examination has been passed.

86. Except in the cases provided for by Article 85, each vacancy in a pupil-teachership during a current year (Article 17) works a forfeiture under Article 52 (*b*).

87. The qualifications and certificates required of candidates for admission and of pupil-teachers in each year of their service are regulated by the following Table.

88. [See opposite.]

89. Female pupil-teachers, before admission to apprenticeship, must produce a written attestation from the schoolmistress and managers that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework to the inspector, together with a statement from the schoolmistress specifying whether they have been receiving practical instruction in any other kind of domestic industry. The inspector, at the time of examination, or afterwards, will obtain the opinion of some competent person upon the merit of the needlework.

Pupil-teachers who have successfully completed their Apprenticeship.

90. At the close of the apprenticeship pupil-teachers are perfectly free in the choice of employment. Any person properly interested in knowing the character of a pupil-teacher may apply to the Committee of Council for a testimonial, declaring that the pupil-teacher has successfully completed an apprenticeship; or the pupil-teacher, if willing to continue in the work of education, may become an assistant in an elementary school (Article 91), or may be

t out the speech in sentence.	To write from dictation in a neat hand, with correct spelling and punctuation, a passage of simple prose.	To write from dictation sums in the first four rules of arithmetic, simple and compound, and to work them correctly, and to know the tables of weights and measures.		To have an elementary knowledge of geography.	- - -	To teach a junior class to the satisfaction of the inspector.	1. If freeha geomet perspe model drawin success the ap the fa tered, pil-tea dited spondi marks examir teache
		Male Pupil-teachers.	Female Pupil-teachers.				
oun, verb, ctive; with lations in sentence. *alterna-rcise, the declen-f Latin and the in Eng-the Latin ions.*]	To write from memory the substance of a passage of simple prose, read to them with ordinary quickness.	Practice and proportion.	Practice and bills of parcels.	The British Isles. [Maps to be drawn in this and the following years.]	- - -	To give a class a reading lesson, and to examine it on the meaning of what has been read.	2. Th may b any or out the prentic 3. Pu may s examir *March* at any ing sch nexion partme and Ar
noun, adl preposi-h their re-n a sen- *alterna-rcise, the declen-f Latin s, and the onouns.*]	To write as above, and to be able to repeat 50 consecutive lines of a secular character from some standard English poet (selected by the managers) with just expression and knowledge of meaning.	Vulgar fractions.	Proportion	Europe and ancient Palestine.	- - -	To examine a class in the rudiments of grammar and arithmetic, and during the examination to keep the class attentive, in order, and in activity, without undue noise.	4. Pu althou ing at schools mitted ments manag schools they ticed a ter o drawin be a mined 5. An minati ing is *Novem* of the leges and pu who ol sion fr rities attend conven minati
njunction analysis of s. *alterna-rcise, the ion of regular ctive and and of esse.*]	To write notes of a lesson on a subject selected by the inspector; and to be able to repeat 40 consecutive lines of a secular character from some standard writer of English prose (selected by the managers), with just expression and knowledge of the meaning.	Decimal fractions; and Euclid, Book I., to end of XVth Proposition.	Vulgar fractions.	The colonies.	The succession of the English Sovereigns from the reign of Egbert, with dates, to the present time. [*In Scotland, if preferred, the succession of Scottish Sovereigns from Alexander III., may be substituted for the English Sovereigns preceding James I.*]	To manage and examine the second class in grammar, geography, and mental arithmetic.	6. For format ing the structi places examir by let Secret ment Art, So ton, Lo
ulation of ding exer-l to know aning in of the positions. *alterna-rcise, the ion of the sse, velle, oncords.*]	To write an account of the organization of the school, and of the methods of instruction used: and to be able to repeat 100 lines (including the former 50) of the same poet as at the end of the 2d year, with just expression and knowledge of the meaning.	Euclid, Book I., to the end of XXVIth Proposition; Algebra, first four rules; and recapitulation of preceding rules in Arithmetic.	Decimal fractions.	Asia and Africa.	Outlines of British history to the accession of Henry VII.	To manage and examine the first class in grammar, geography, and mental arithmetic, and to give a lesson to two or three classes grouped together.	Cand amina ing examir occasio spector
ulation of eding ex- and an	To write an original composition on some simple sub-	Euclid, Book I.; and recapitulation of	Recapitulation of the preceding	America and the oceans.	Outlines of British history from the accession of	To give a gallery lesson, and to conduct the instruc-	

examined as a candidate for admission into a normal school (Articles 103–111), or may be provisionally certificated for immediate service in charge of small rural schools (Articles 132, 133).

*90[1]. The managers of schools, wherein it appears from the inspector's last report that the number of teachers throughout the year (Article 17) has been sufficient to satisfy Article 54, *a*, may claim grants,—

1. At the rate of 10*l.* for every male pupil-teacher admitted (Articles 105–110) into a normal school from candidates placed by examination in the first class, and 5*l.* for every male pupil-teacher so admitted from candidates placed in the second class; also
2. For every male pupil-teacher who, having been admitted (Articles 105–110) into a normal school, is at the end of his first year's residence placed in the first or second division (Articles 119, 121, 102[3]); viz., 8*l.* for every such pupil-teacher placed in the first division, and 5*l.* for every such pupil-teacher placed in the second division of students.

Assistant Teachers.

91. Pupil-teachers who can be certified, pursuant to Article 90, to have completed their apprenticeship with credit, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined. But such assistants cease to fulfil the conditions of Article 52 (*b*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher, of their school, the same certificates of conduct, attention to duty, and obedience, as are required from pupil-teachers.

92. Vacancies caused by the withdrawal of assistants in the course of any school year (Article 17) must be supplied by the appointment of temporary monitors, pursuant to Articles 84, 85; but if another assistant, qualified according to Article 91, be appointed before the inspector's next examination, the temporary monitors who preceded such appointment are not required to be examined.

93. Assistants are left entirely at liberty to make their own terms with their employers, both as to hours and wages.

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

Section III.

ENDOWMENTS.

*93[1]. An endowed school is one deriving income from property inalienably appropriated to it, or to education.

*93[2]. Endowed schools, in order to be admissible to receive either grants or inspection, must fulfil the conditions of Articles 4, 6, and 8.

*93[3]. Annual grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52, *d*) from endowment; but the reduction is suspended as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s.* per scholar according to the average number in attendance in the year defined by Article 17 (*Article 53[1]).

Part II.

NORMAL SCHOOLS.

Section I.

94. A Normal school includes—

(*a.*) A college, for boarding, lodging, and instructing candidates for the office of teacher in schools for the labouring classes; and

(*b.*) A practising department, in which such candidates may learn the exercise of their profession.

95. No grant is made to a Normal school unless the Committee of Council is satisfied with the premises, management, and staff.

96. No grant is made for building, enlarging, improving, or fitting up the premises of Normal schools.

Section II.

Grants to Normal Schools.

97. To the practising departments (Article 94, *b*), the same annual grants (Article 40) are made as to other elementary schools fulfilling the conditions of Articles 4, 6, and 8.

98. To the colleges (Article 94, *a*), annual grants are made of 100*l.*, in five successive payments of 20*l.* per annum for every master, and of 70*l.* in five successive payments of

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

14*l.* per annum for every mistress who, having been trained in them, during two years, has, since December 1862,—

(*a.*) completed the prescribed period of probation (Articles 73–6), and become qualified to receive a certificate in a school fulfilling the conditions of Articles 4, 6, and 8, or 94; *or*

(*b.*) been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial Schools, or Certified Reformatories.

99. Masters and mistresses who have been trained for one year only may obtain certificates after probation (Articles 73–6), or may be reported by the proper department (Article 98, *b*), upon the same terms as others; and five annual grants, of half the amount specified in Article 98, may be made for them to the colleges in which they were trained, provided—

(*a.*) they completed their training before 1st January 1864; *or*

(*b.*) are teachers of infants, having—

1. received a complete and special course of training for that service in their colleges, which must have been previously recognized by the Committee of Council as providing such a course; *and*
2. undergone their probation (Articles 73–6) in infant schools.

100. The annual grant to each college in 1870 consists of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher who, having been trained in it during two years, or during one year conformably to Article 99 (*a*), has, within the five years 1865–9, become qualified, or been reported, as required by Article 98, or 99 (*b*).

101. In 1871, the year 1865 of the five years 1865–9 will be replaced by the year 1870.

102. The annual grant to each college must not exceed—

(*a.*) 75 per cent. of the expenditure, certified in such manner as their Lordships may from time to time see fit to require, of the last preceding year; or such proportionately larger sum as Article 102[7] may allow.

(*b.*) *50l.* for each male student, and *35l.* for each female student, in residence respectively, for continuous training throughout the year in which it is being paid.

*102[1]. The number of students in continuous training must not exceed,—

(*a.*) *In England and Wales,* the number of students for whom accommodation was provided in 1862.

(*b.*) *In Scotland,* the actual number in training in 1862.

*102[2]. The sum payable in each year, conformably to Article 102, is ascertained in *January;* and out of this ascertained sum an instalment is paid for students examined in the *preceding December* (Article 119), according to the scale set forth in Article 102[3], as soon as the result of that examination has been declared. The remainder of the said ascertained sum is paid in equal parts on 31 March, 30 June, 30 September, and 31 December.

*102[3]. The instalments payable under Article 102[2] in respect of each student examined are determined according to the following scale:—

At the End of	For Candidate placed by Examination in each Division.	Instalment to be allowed to College (*in the Case of Females, Two-thirds of these Sums*).
		£ *s.* *d.*
First year's residence	1	20 0 0
	2	16 0 0
	3	13 0 0
	4	13 0 0
Second year's residence	1	24 0 0
	2	20 0 0
	3	16 0 0
	4	16 0 0

*102[4]. The payments in respect of students examined in December, as set forth in Article 102[3], are paid although the College may not be re-opened in the following year.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

*102[5]. An account is kept from year to year in the following form:—

1. Year.	2. Name of College.	3. Credit balance carried forward from column 9 in last year's account.	4. Value of Certificates under Article 98.	5. Amount of certified Expenditure in Year preceding Grant.	6. Maximum Grant payable at 75 per cent. of Expenditure of preceding Year.	7. Maximum Grant payable at £ per Student.	8. Grant actually paid, being the sum of columns 3 and 4, provided such sum do not exceed the least of the two sums in columns 6 and 7.	9. Credit balance (if any), being excess of sum of columns 3 and 4 over sum in 8.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

*102[6].

*102[7]. The amount appearing in column 5 is increased proportionately to any increase in the number of students (Article 107) resident for continuous training (Article 120) throughout the year in which the grant is being paid. The increased number of students must not exceed the maximum defined by Article 102[1].

SECTION III.

Admission into Normal Schools.

103. A competitive examination of candidates for admission into each normal school is annually held at it in December, by one or more of the inspectors during the week following the examination for certificates (Article 119).

104. The examination extends to the subjects required at the end of a pupil-teacher's apprenticeship (Article 88).

105. The candidates are selected, and admitted to the examination, by the authorities of each normal school on their own responsibility, subject to no other conditions, on the part of the Committee of Council, than that the candidates—

(*a.*) intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, or 94, or 98, *b*;

(*b.*) having been pupil-teachers (Article 81), have successfully completed their apprenticeship; *or*

(*c.*) not having been pupil-teachers (Article 81), are more than 18 years old.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

106. All candidates who obtain the minimum number of marks are arranged in two classes in order of merit, irrespectively of their having been pupil-teachers or not.

107. The authorities of each normal school may propose to the Education Department for admission any candidate declared to be admissible pursuant to Article 106.

*108.

109. Before candidates are admitted—

(*a.*) The medical officer of the normal school must certify the state of their health to be satisfactory, and whether they are free from bodily lameness, defect, or deformity; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 105.

110. The authorities of each College settle their own terms of admission.

111. Upon proof by the authorities of any College that candidates have not fulfilled the conditions set forth in Articles 98–9, contrary to a declaration signed by them on admission into the College, the Committee of Council will refuse to grant teachers' certificates (Article 76) to such candidates, or to admit them to probation for certificates (Articles 73–5).

*112–118.

SECTION IV.

Examination of Candidates admitted into Normal Schools.

119. An examination of the resident students is held in December at the several Colleges in the week preceding the examination for admission (Article 103). The day fixed for the commencement of this examination is printed on the syllabus (Article 70) from year to year.

120. No student may be presented for examination except such as, at the date of their admission, satisfied Article 105, and have been resident throughout the whole year. No such student may be left out.

121. The students have a different examination according as they are males or females, or are at the end of a first or second year of residence.

122. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass

* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

in these subjects, and complete their probation (Articles 73–6) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

*123, 124.

125. At the end of the first year's residence, students who fall into the fourth division (Article 102[3]), are required to take up the first year's subjects again (viz., at the end of the second year), but in such cases the instalments to the College, and the certificates which the students may obtain as teachers (Article 76), are respectively at the rate (Article 102[3]) and in the form (Article 130) of the first year.

126. The principal is at liberty, by notice in writing to the Committee of Council before 30th June in each year, to designate any student who may have appeared in the third division at the end of the previous (first) year's residence, as proper to be examined again upon the same terms as the students included in the fourth division; but such designation on the part of the principal does not affect the privileges attached to the student's rank in the previous examination.

*127.

Section V.

Use made of Examinations in Normal Schools for awarding Teachers' Certificates.

128. Teachers qualified to be examined for certificates, according to Articles 68, 71, and 72, receive notice to attend the examination held pursuant to Article 119.

129. Teachers attending examinations pursuant to Article 128 may, at their option, take the papers of the first or second year's students (Article 121).

130. No candidate (Article 72) can obtain a teacher's certificate without passing one of these examinations, but the order of the candidates according to examination, except the fourth division (Article 131), is honorary (Articles 67 and 69).

Students who pass successfully through two years of training in normal schools receive special mention thereof (*stamp*) on their certificates.

131. Candidates (whether students or acting teachers), who are placed by examination in the fourth division (Article 102[3]), receive their certificates in the lower grade of the fourth class (Article 67). Such teachers are not recognized under Article 81*a*, for the superintendence of

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pupil-teachers until they have risen to a higher certificate, either by re-examination (Article 78) or good service (Articles 76–7).

*131[1]. All teachers at present *registered as competent to instruct pupil-teachers* are included in the fourth class, upper grade, of certificated teachers; all *other registered teachers*, and all *scheduled students acting as teachers*, are included in the fourth class, lower grade.

PART III.

SPECIAL PROVISIONS.

SECTION I.

Small Rural Schools.

132. Pupil-teachers who fulfil the conditions of Article 90, may, upon special recommendation by the Inspector, and upon consideration of their last examination papers, be provisionally certified in the lower grade of the fourth class (Article 131) for immediate service in charge of small rural schools (Article 133), but after their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 66), or are *ipso facto* cancelled.

*132[1]. The provisional certificate (Article 132) is confined to an entry of the pupil-teacher's name in a register kept by the Committee of Council on Education, and does not involve the issue of any certificate to the pupil-teacher.

133. Small rural schools—

(*a.*) Must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms; or

(*b.*) Must not have an annual average attendance of more than 100 scholars.

134. (The Article formerly 134 is now 131[1], which see above.) Schools having an average annual attendance of more than 89 scholars are not exempted by Article 133 from Article 52, *b*.

135. Any number of schools fulfilling the conditions of Articles 4, 6, and 8,

(*a.*) Not being less than *two*, nor more than *six*;

(*b.*) Of which no one has within *one and a half* miles of it, a population of more than *five hundred*;

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

(*c.*) Of which the aggregate number of scholars is not less than *forty* (annual average); and

(*d.*) Of which each has its own resident teacher;—

may be united under the superintendence of one certificated master or mistress, who must spend *two* clear hours at the least in each week at each school during its ordinary time of meeting, or, if the number of united schools be less than *six*, such longer time per week as *twelve* hours divided among the united schools will give to each.

136. The resident teacher of each of the united schools is not required to be certificated.

137. The superintending teacher must have been trained for two years in a Normal school (Article 94) under Government inspection, must have been placed not lower than the third division in the examination (Articles 119–121) at the end of the second year, and must have received a certificate after the usual probationary service (Articles 73 and 76).

138. The day scholars of all the united schools must be assembled once per annum, with their resident and superintending teachers, at some school-room under inspection, for examination by one of Her Majesty's inspectors, in the same manner as if they formed one school (Articles 16, 17).

*138[1]. The resident teachers (Article 135, *d*) must bring with them (Article 138) their school registers, their log-books (Article 140), and the examination schedules, duly filled up and signed, of their several schools.

*138[2]. Children under six years of age, who are qualified by attendance for the grant under Article 40, *b*, 2, must be entered in the schedules, but they need not appear in person at this examination, but will be inspected at their several schools (Article 140).

Children (of whatever age), who have not attended often enough (200 times) to be entered in the schedules, need not appear at this examination, but will be inspected at their several schools (Article 140).

139. The whole of the united schools must be represented by one official correspondent, and by one treasurer for the receipt of annual grants (Article 40).

140. The inspector, before or after examining (Article 138) the children, visits the several schools and makes a special report upon each of them. If he reports (*inter alia*)

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that Article 40, *b*, 2 is not satisfied in regard to the infants (Article *138[2]), the grant for them in that school is withheld.

141. Articles 38–63[1], 74[1], and 79 apply, in all respects not specially excepted, to each united school, but

(*a*.) pupil-teachers cannot be apprenticed (Article 81) in them (Article 136); and

(*b*.) the superintending (Article 137) as well as the resident (Article 135 *d*) teacher must join in keeping the log-book (Articles 56–63[1]) of each united school.

SECTION II.

Evening Scholars.

142. The managers of any school to which annual inspection has already been promised (Article 16) may apply in writing to the Committee of Council on Education, to be furnished with printed papers and instructions for holding an examination of their evening scholars (Articles 38, 39).

*142[1]. Only one examination per annum of evening scholars is held in the same school, and it may be held at any time of the year, provided that, between any two of such examinations, there intervene—

(*a*) the inspector's annual visit (Article 17); and also

(*b*) forty, or more, meetings of the school in the evening (Article 40 *a*).

143. The applicants must pledge themselves that (exclusively of all teachers of the candidates) at least two managers—or, if only one manager, then such manager, and at least one other responsible person—shall be present during the whole of the examination, and shall conduct it in every respect according to the instructions accompanying the examination papers.

144. The examination papers are sent under an official seal, and must not be unsealed except in the examination room, and in the presence of the candidates immediately about to use them.

145. The written exercises, all of which must be upon paper, having been securely sealed up in the presence of the candidates before leaving the examination room, under the seals of the two persons holding the examination, must be

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

forwarded, by the next post, to the Education Department, and transmitted thence to the inspector of the school.

146. The exercises of the evening scholars transmitted to the inspector are not returned by him to the Committee of Council except as part of his next annual report on the whole school (Article 16), and the grant for the examination of the evening scholars is not paid except as part of the next annual grant to the whole school (Article 17).

†147.

148. In order to ensure the presence of a responsible manager to receive the examination papers, the managers of each school, in which a special examination of evening scholars is to be held, must renew their application (Article 142) every year to the Committee of Council. The day fixed for the examination must allow the interval required by Article *142[1].

149. The inspector of the school is at liberty to attend, without notice, at the time fixed for the examination (Article 142), and to hold it in person.

Chapter III.

REVISION OF CODE.

150. The Committee of Council on Education, in the course of each year, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and laid on the Table of both Houses for at least one calendar month.

151. In January of each year the Code shall be printed in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

(Signed) de Grey and Ripon,
Lord President of the Council.

William Edward Forster,
Vice-President of the Committee of Council on Education.

Council Office, 31 January 1870.

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

† Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

APPENDIX I.

Showing separately (for 1870) all ARTICLES cancelled or modified, and all new ARTICLES.

Articles in the Code of 1869 which are modified in the Code of 1870.	Articles (as modified) in the Code of 1870.
100. The annual grant to each college in 1869 consists of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher who, having been trained in it during two years, or during one year conformably to Article 99 (*a*), has, within the five years 1864-8, become qualified, or been reported, as required by Article 98, or 99 (*b*).	100. The annual grant to each college in 1870, consists of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher who, having been trained in it during two years, or during one year conformably to Article 99 (*a*), has, within the five years 1865-9, become qualified, or been reported, as required by Article 98, or 99 (*b*).
101. In 1870, the year 1864 of the five years 1864-8 will be replaced by the year 1869.	101. In 1871, the year 1865 of the five years 1865-9 will be replaced by the year 1870.

APPENDIX II.

SUPPLEMENTARY RULES.

A copy of the following Supplementary Rules is sent to the correspondent of the School by the Inspector at the same time as notice of his visit (Article 16).

Rule 1.—In column II. of the Examination Schedule the names of the qualified scholars must be entered class by class, *beginning* with the *lowest* scholar in the *lowest* class.

Rule 2.—The entries in column VII. must show where one *class* ends and another begins. The number denoting each *class* is to be written only *once;* dots (" ") are to be put for each repetition of it, until the next higher class begins. There must be no intermixture of classes.

Rule 3.—The entries in column VIII *b.* will show where one *standard* ends and another begins. The number denoting each *standard* is to be written only once; dots (" ") are to be put for each repetition of it until the next higher standard begins. There must be no intermixture of standards.*

Rule 4.—The end of each standard in column VIII *b.* *need not* (although, of course, it *may*) coincide with the end of each class in column VII.* Compare the entries

* See foot note * in page lx.

opposite to No. 6 who ends a *class*, but not a *standard*; No. 8 who ends a *standard*, but not a *class*; No. 16, who ends *both* a class *and* a standard (this is preferable).

Rule 5.—The managers need not present all the scholars who in each class are qualified for examination by number of attendances; but those whom they present at all must be presented in the classes to which the school registers prove them to belong, unless they fall as "*Exceptions*" under Rule 6.

Rule 6.—The children who, for whatever reason, are presented under a lower standard than that which an examination of the school according to the above rules assigns to their class, must be entered *last* in the schedule under the title of "*Exceptions;*" otherwise they will violate Rule 2 or 3. No child is to be placed among the "*Exceptions*" unless there is some special *excuse* for doing so, such as previous *illness*, &c. Primâ facie, every child who is not fit to be *examined* in its own class has been wrongly placed there *for instruction.*

Rule 7.—The inspector is directed to refuse to examine schools *wherein Rule* 2 *or* 3 *is violated.* He will in such cases proceed to inspect the school, and will report to the Committee of Council why he has left column IX. (*his Report on each candidate*) in the examination schedule blank.

Rule 8.—No grant will be paid to a school (not being one for evening scholars or infants only) unless one *class*,—*i.e.*, all who are to be examined as members of one class according to Rule 5,—be presented *at least as high* as Standard III.

Rule 9.—A deduction of at least one-tenth will be made from the grant to a school (not being one for evening scholars or infants only) unless one *class*,—*i.e.*, all who are to be examined as members of one class, according to Rule 5,—be presented *above* Standard III.

Rule 10.—Entries in column VI. have reference to Article 4 in the Revised Code, and do not exclude children from the grant whose parents, though not supporting themselves by their own manual labour, yet are of the same means and social level as those who do so; such as shopkeepers who have only petty stocks, and employ no one but members of their own family.

The occupation of *all* parents who do *not* support themselves by their own manual labour must be entered in column VI.

A well-marked line (*see* No. 12 in specimen Schedule)* may be drawn under all entries in column VI., which are thought to be fairly within the meaning of Article 4.

A separate list of the names against which these underlined entries are made, with a brief statement of the reasons which have induced the managers to underline them, must be filed with the examination Schedule, and handed to the inspector on the day of his visit.

In determining whether the line may be drawn under the several entries or not, cases of doubt may be resolved according to the answers to one or more of the following inquiries:—

(*a.*) Does A. B. work for himself or for a master? If for himself, does he employ apprentices or journeymen? This will apply to masons, carpenters, tailors, blacksmiths, mariners, fishermen, &c.

The class denoted by Article 4 supports itself by its own manual labour only, and not by profit on the labour of others.

(*b.*) Would it be unreasonable to expect him to pay 9*d.* per week for the schooling of each of his children?

This payment equals about 30*s.* per annum, the estimated cost (Royal Commissioners' Report, page 345) of elementary instruction in a day school.

(*c.*) Does he rank and associate with the working men or with the tradesmen of the place?

Simple policemen, coast-guards, and dock and railway porters may commonly be regarded as labouring men. But

* In the following transcript of part of the Examination Schedule, Columns II., VII., and VIII*b.*, are filled up, *by way of example*, according to Rules 2 and 3. Of course, the other Columns must not, *in practice*, be left blank; and the actual numbers, presented in each class, will generally be much larger.

I.	II.	III.	IV.		V.	VI.	VII.	VIII *a.*	VIII *b.*
Number.	NAME.	Age (on next Birthday).	Date of Admission to this School.		Number of Attendances† in the Year.	Occupation of Parent. LEAVE BLANK if the Parent supports himself by his own Manual Labour. *In other Cases, make an entry.*	In what class of School: *first* means *highest.*	Under what Standard LAST examined, enter I., II., III., &c. as case may require.	Under what Standard NOW to be examined, enter I., II., III., &c. as case may require.
			Year.	Month.					
1	John Jones						4*th.*		I.
2	Thomas Peters .						„		„
3	Henry Brown ..						„		„
4	Wm. Robinson .						„		„
5	Thomas Davies .						„		„
6	Robert Finch ..	.....	.....	.....	.....	....	„	.....	„
7	Luke Williams .						3rd.		„
8	Simon Hunt ...	.....	.....	.....	.....	.....	„	.....	„
9	James Short ...						„	I.	II.
10	Richard Rogers						„		„
11	Samuel Grant ..						2nd.		„
12	John Styles	.....	.....	.....	.....	Huckster‡	„		„
13	Henry Pigot....						„	II.	III.
14	Silas Wills						„		„
15	John Miller						„		„
16	Peter Downes ..	.....	.....	.....	.....	.....	„	.....	„
17	Charles Potts ..						1st.	III.	IV.

† *See* Rule 12. ‡ *See* Rule 10.

petty officers in those services, excisemen, pilots, and clerks of various kinds, present more difficulty, and must be judged of according to the answers to the preceding inquiries.

Rule 11.—*To find the average number of scholars in attendance at a school for any period,* ADD TOGETHER the total number of attendances (see Rule 12) marked in the class registers within the period, and DIVIDE the sum BY the number of times which the school has been open within the same period; THE QUOTIENT is the average number in attendance.

This calculation should be made first for *the whole* school, and then *separately* for those scholars only who do *not* fulfil Article 4. See Rule 10, *suprà*. The *divisor* will be the same in both cases.

Rule 12.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction *less than two hours,* nor attendance at an evening meeting for any scholar who has been under instruction *less than one hour and a half* (Article 41). The class registers at each meeting of a school *must be marked, and finally closed before* the minimum time constituting an attendance *begins.*

If any child, entered in the Register as attending, is withdrawn from school before the time constituting an attendance is complete, a note must be made at the time by the class teacher (*e.g.* on a slate, or on the black-board), but the Register must not be opened for correction before the dismissal of the school. The best mode of correction is not to cancel the entry, but to write — 1 (*minus* one) in the column of the Class Register for "Remarks," referring by a note (*) to the square.

The inspector will inquire whether these rules have been observed (Article 51, *d*).

Rule 13.—No child's name should be kept on the admission register after a fortnight's continuous absence without inquiry from the parents *whether the child has been withdrawn.* The names of children withdrawn (*whether they are so the answer of their parents will decide*) should be cancelled at once in the registers, and not included in the returns of *Age* and *Stay at School;* but the attendances (if any) opposite to such names in the class registers must be counted under Rule 11, *suprà,* and the whole number of such names must be counted for the return "left in past year."

SYLLABUS.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION. DECEMBER 1870.

The Examination for Certificates will commence on the 12th of December 1870.

Syllabus of Subjects in which Male Students in Normal Schools will be examined.

THIS syllabus shows the extent of the examination, but acting teachers may obtain certificates (Article 69), who can answer plain and simple questions confined to the following subjects. They will find special sections of such questions in the examination papers, with directions that they need not attempt more.

1. Scripture, Catechism, and Liturgy (in schools connected with the Church of England).
2. English history (leading facts).
3. Geography (elements of, and British).
4. Arithmetic (as far as practice, neat and without failure).
5. English composition, spelling, and parsing.
6. The management of a school.

All candidates must pass reasonably well in reading and handwriting.

Acting teachers attending the same examination may, at their option, take the papers of the first or second year.

The relative proficiency (*division*) of the candidates according to examination, and whether they take the papers of the first or second year, is recorded in their certificates; but all certificates granted under Article 67 of the Revised Code are of the same class (fourth), with an upper and lower grade.

SYLLABUS FOR MALE CANDIDATES.

First Year.

THE HOLY SCRIPTURES.

In schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, Jewish, or Undenominational Schools.

1. The history, chronology, and geography of the Bible.
2. More particularly (*December* 1870) the text of St. John's Gospel.

*The Catechism and Liturgy.**

In schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, Jewish, or Undenominational Schools.

1. The text.
2. The scriptural authorities.

Reading and Repetition from Memory.

To read a passage in prose, and another in verse, with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 300 lines of poetry, some of which he will be called upon to repeat.

Penmanship.†

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. The general character of the writing in the examination papers.

Arithmetic.

1. To work sums both mentally and on paper.
2. To prove the rules.
3. To form the figures well, and arrange them accurately.

School Management.‡

1. To answer questions on the best methods of teaching reading, spelling, writing, arithmetic, and other common subjects of elementary instruction.
2. To answer questions on the art of oral teaching generally.
3. To draw up time tables for use in a school under given circumstances, and to answer questions on the form of, mode

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* The examination in the Liturgy is limited to the morning and evening services and the Litany. In Scotland the questions are confined to the Shorter Catechism.

† Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

‡ Passages taken from the reading lesson books commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

of keeping, and making returns from, school registers. (*Students* of the first year's, who are proceeding to a second year's residence, may omit *this part* of the paper.)

Grammar and Composition.

1. The elements of grammar, including questions on Latin accidence.

2. To parse a passage from Gray's Odes, or Dryden's translation of *Æneid*, Book VI. (*December* 1870).*

3. To paraphrase parts of a passage from the Book selected (1870) and to convert it into the order of prose.

4. To write plain prose upon a given subject.

Geography.

1. To be able to describe † and ‡ draw the map of the four quarters of the globe, and the map of each country in Europe (that of Great Britain in fuller detail).

2. To answer questions on the physical, political, and commercial geography of *one* quarter of the globe. In December 1870, *Asia.*

History.

The outlines of the history of England.

The paper will contain questions in Scottish history previous to the union of the crowns; and candidates in Scotland may confine themselves to those questions for the period which they embrace.

Euclid.

The first two books, with simple deductions from the propositions.

Economy.

Elementary questions in sanitary, mechanical, and other practical science of common application. The 4th Book in the Reading Series of the Christian Knowledge Society, and in that of the Irish Commissioners, contain matter to which

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* A passage from each author will be given; *either* (not both) may be taken by the candidate. The work selected should be carefully read through in short portions, *in illustration of the English grammar used.*

† The term "describe" is confined to *words*, as distinguished from *drawing.*

‡ The neatness as well as the correctness of these outlines will be taken into consideration. The degrees of longitude and latitude must be given, in order to obtain *full* credit for the exercise.

these questions will have reference. Similar matter may be found in other reading lessons published for schools.

*Vocal Music.**

1. Notation in the treble and bass clefs, time, accent, and the major and minor scales.

2. To write down, in correct time, short and simple passages played in the presence of the candidate.

Drawing.

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *normal schools* under inspection some time in November, and (with the exception noted below) at the various *local drawing schools* in connexion with the Department of Science and Art at times to be learnt from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate.]

All or any of the following exercises, for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February 1857 :—

1. Drawing free hand from flat examples.
2. Linear geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Delineation of large letters, numbers, diagrams, and other objects on the black board. [*This exercise, No. 5, can be performed only at a normal school, as part of the November examination.* Acting teachers, *who wish to perform it, must attend one of those examinations.* Students, *who wish to perform it, must do so either before* the art inspector *in November of their* first *year or before* Her Majesty's inspector (*as part of their class teaching*) *in their* second *year. Students* cannot *perform it in* November *of their* second *year before the art inspector.*]

Second Year.†

The Holy Scriptures.

In schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal

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* This *paper* is not given to any candidate who does not produce a certificate signed by the principal of the normal school *that* "*he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes.*" Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

† In the course of this year, *students* have to teach a class in the presence of the inspector. Minutes 1854-5, p. 64; 1855-6, p. 46.

Churches in Scotland. This subject does not enter into the examination of British and Foreign, Wesleyan, Roman Catholic, Jewish, or Undenominational Schools.

1. The Acts of the Apostles.
2. The Epistle to the Hebrews (*December* 1870).

Church Liturgy and History.

In schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination of British and Foreign, Wesleyan, Roman Catholic, Jewish, or Undenominational Schools.

In England, *The Book of Common Prayer: its history, language, and contents.*

In Scotland, *The Shorter Catechism*, as in the first year, but with additional questions having especial reference to proofs, and with no value for papers marked below *fair*.

Reading and Repetition from Memory.

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long, or involved sentences. Each *student* must have learned at least 300 lines of poetry, or 200 lines of prose, in addition to what he has learned in the first year, and will be called upon to repeat some part.

Penmanship.

As in first year, but defects more severely visited with loss of marks. (See note † in page 2.)

Arithmetic.

1. As in first year, but defects in method and neatness more severely visited with loss of marks.
2. Questions which involve an elementary knowledge of algebra, inclucing the solution of simple and quadratic equations.

*School Management.**

1. To teach a class in the presence of the inspector.†

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* Passages taken from the reading lesson books commonly used in schools will be given in the papers on all subjects which admit of it, and the candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

† Students of the second year who are to be examined on the papers of the first year (Articles 125 and 126) must teach a class like other students of the second year. *Students* seeking to pass under Article 99 must also teach a class.

2. To answer questions in writing on the following subjects:—

a. The different methods of organizing an elementary school.

b. The form of, the mode of keeping, and of making returns from, school registers.

c. The mode of teaching geography, history, and grammar.

3. Questions of moral discipline.

*Grammar and Composition.**

1. To paraphrase (*December* 1870) a passage from Spenser's *Faerie Queene*, first half of B. I., *or* from Shakespeare's *Macbeth*.†

2. To analyse the same passage.‡

3. To answer questions on the language, style and subject-matter of the work chosen for paraphrase and analysis.

4. To write plain prose upon a given subject.

Geography.

1. Physical,
2. Political } of the British Empire.
3. Commercial,

4. Elementary propositions in geography, which depend upon astronomy for explanation.§

History.

Questions such as can be answered from a persual of any one of the standard Histories of England (Hume, Lingard, Pictorial, &c.). The paper will be divided into six sections, each section containing not less than five questions. The sections will include (1) the death of Henry III., (2) Battle

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* *Instead of* (1) *and* (2), candidates from Scotland (only) *have the option* of an exercise in Latin confined to—1. The translation of an easy passage of Latin prose (Cæsar) into English prose. 2. Parsing and syntax of the same passage. 3. The translation of short English sentences into Latin prose. *Instead of* (3), candidates from Scotland (only) *have the option* of an exercise in Latin confined to—1. The translation of an easy passage of Latin verse (Virgil) into English prose. 2. Parsing and syntax of the same passage.

† A passage from *each* author will be given; *either* (not both) may be taken by the candidate.

‡ This subject may be studied in "the analysis of sentences explained and simplified," Longman, London; or in many of the recently published grammars.

§ This subject may be studied in selected chapters from Sir J. Herschel's Treatise on Astronomy, in Lardner's Cabinet Cyclopædia (Longman), or from Arago's Popular Astronomy, translated by Rev. E. Tomlinson (Routledge). There are many other manuals, and most of the text books of geography contain a chapter upon the same subject.

of Bosworth, (3) death of Queen Elizabeth, (4) 1660, (5) 1789, (6) 1815.

No candidate will be examined in more than one section. The object of the second year's reading in history should be to master *some specific part of* the first year's reading.

The paper will contain questions on Scottish history.

Euclid.

Books i.—iv., with simple deductions from the propositions.

Economy.

Elementary questions in political economy. The 4th Book in the reading series of the Christian Knowledge Society, and in that of the Irish Commissioners, contain matter to which these questions will have reference. Similar matter may be found in other reading lessons published for schools. No value for papers marked below *fair*.

*Vocal Music.**

As in First Year, but no value for papers marked below *fair*.

Drawing.

As in First Year. (See as to exercise No. 5.)

Syllabus of Subjects in which Female Students in Normal Schools will be examined.

This syllabus shows the extent of the examination, but acting teachers may obtain certificates (Article 69) who can answer plain and simple questions confined to the following subjects. They will find special sections of such questions in the Examination Papers, with directions that they need not attempt more.

1. Scripture, Catechism, and Liturgy (in schools connected with the Church of England).
2. English history (leading facts).
3. Geography (elements of, and British).
4. Arithmetic (as far as practice, neat and without failure).
5. English composition, spelling, and parsing.
6. The management of a school.

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* This *paper* will not be given to any candidate who does not produce a certificate signed by the principal *that "he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes."* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

All candidates must pass reasonably well in reading, handwriting, and needlework.

Acting teachers attending the same examination may, at their option, take the papers of the first or second year. Teachers of infants will find questions specially bearing on the teaching of infants.

The relative proficiency (*division*) of the candidates according to examination, and whether they take the papers of the first or second year, is recorded in their certificates; but all certificates granted under Article 67 of the Revised Code are of the same class (fourth), with an upper and lower grade.

Syllabus for Female Candidates.

The Holy Scriptures.

First Year.

In schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, Jewish, or undenominational schools.

1. Outlines of Old Testament history to the death of David.
2. One gospel, *St. Matthew*, for 1870.
3. The Acts of the Apostles to the end of chap. xii.

Second Year.

1. Outlines of Old Testament history from the death of David, and the chief prophecies relating to our Lord.
2. The gospel appointed for the first year.
3. The Acts of the Apostles.
4. The Epistle to the Hebrews, and one of the shorter Epistles (*for* 1870 *Epistle to the Philippians*).

Catechism and Liturgy.*

First Year.

In schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, Jewish, or undenominational schools.

1. The Catechism, with Scriptural illustrations. The

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* For the Presbyterian colleges of Scotland, the questions are confined to the Shorter Catechism.

answers to be prepared in the form of lessons to girls between 10 and 13 years old.

2. The order and contents of the Daily Service.

Second Year.

1. The Catechism as in the first year.
2. The history and contents of the Prayer Book.*

PENMANSHIP.

First Year.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. The general character of the writing in the Examination Papers.

Second Year.

As in first year; but defects more severely visited with loss of marks.

Note.—Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

GRAMMAR AND COMPOSITION.

First Year.

1. Parsing and analysis of simple sentences.
2. An explanation in clear and simple language of a passage from Goldsmith, Scott, *or* Thomson (*alternative*).

The examples for these exercises will be taken in 1870 from the *first* Canto of *The Lady of the Lake*, from *Winter* of Thomson's *Seasons*, and from Goldsmith's *Traveller* and *Deserted Village* (*together*). One only of the authors named may be selected by candidates.

3. To write plain prose upon a given subject.

Second Year.

1. Parsing and analysis of sentences.

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* In the Presbyterian colleges of Scotland, instead of this part of the paper, a section of additional questions will be given on the Shorter Catechism, having especial reference to its proofs, and no value will be allowed for the exercise if marked below *fair*.

2. An explanation in clear and simple language of a passage from Campbell, Wordsworth, or Milton (*alternative*).

The examples for these exercises will be taken in 1870 from *Samson Agonistes*, from Campbell's *Pleasures of Hope*, and from the *first* book of Wordsworth's *Excursion*. One only of the authors may be selected by candidates.

3. To write plain prose upon a given subject.

Reading, and Repetition from Memory.

First Year.

To read a passage in prose, and another in verse, with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 200 lines of poetry, some of which she will be called upon to repeat.

Second Year.

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences. Each *student* must have learned at least 200 lines of poetry, in addition to what she has learned in the first year, and will be called upon to repeat some part.

School Management.*

First Year.

1. The methods and principles of elementary teaching.
2. Notes of lessons.
3. To answer questions on the form of, mode of keeping, and making returns from, school registers. (*Students* of the first year's, who are proceeding to a second year's residence, may omit *this part* of the paper.)
4. Special subjects for candidates who, coming from, or being about to take, infant schools, desire to obtain special certificates as teachers of infants:—
   - *a.* Method of teaching infants, and of conducting an infant school.
   - *b.* Notes of object lessons;—such as common domestic processes; functions of the human body; common plants, animals, and minerals—their appearance and use.

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* Passages taken from the reading lesson books commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

Second Year.

1. To teach a class in the presence of the inspector.*
2. To answer questions in writing on the following subjects:—
   a. The different methods of organizing an elementary school.
   b. The form of, the mode of keeping, and of making returns from, school registers.
3. Questions of moral discipline.

Note.—Only a per-centage of the marks for these exercises will be given in the case of those students (of the second year)* who do not present a certificate, signed by the mistress of the practising school or other officer responsible for the practical instruction of the students in the art of teaching, and countersigned by the superintendent of the normal school, stating that they are satisfied with the aptitude and proficiency of the candidates as practical teachers.

English History.†

First Year.

Elementary facts and general outline to the accession of the Tudors.

Second Year.

Elementary facts and general outline from the accession of the Tudors to the present time.

The papers will contain questions on the history of Scotland.

Geography.‡

First Year.

1. Elementary knowledge of the shape, size, and motions of the earth, and of the distribution of land and water upon its surface.
2. The physical and political geography of Great Britain and Ireland.
3. Map drawing, confined to this subject.

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* Students of the second year who are to be examined on the papers of the first year (Articles 125 and 126) must teach a class and present a certificate of practical skill like other students of the second year. *Students* seeking to pass under Article 99 must also teach a class and present a certificate of practical skill.

† All questions set will be such as can be answered from text books in common use, except that the final section will embrace subjects respecting the progress of the country, and the national changes in food, clothes, dwellings, locomotion, &c. The final section will be set, this year (1870), as an *alternative* to one of the other sections, so that, without it, full marks may be obtained for the paper.

‡ No questions will be set except such as can be answered from text books in common use.

Second Year.

1. The British empire and its dependencies.
2. The physical and political geography of Europe.
3. Map drawing, confined to these subjects.

Domestic Economy.

First Year.

1. Clothing.
2. Food.
3. Cooking.
4. Laundry.

Second Year.

1. Duties of servants.
2. Household expenses, and investment of money.
3. Practical rules for the preservation of health.

One paper will be set for both years.

Note.—Only a per-centage of the marks for this paper will be given in the case of those students (of both years) who do not present a certificate signed by the superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of industrial training.

Sewing and Cutting Out.

First Year.

To cut out, and make, parts of a shirt.

Second Year.

The work of a needlewoman in various branches applicable to the family of a working man.

Arithmetic.

First Year.

1. The first four rules.
2. Practice and bills of parcels.
3. Simple proportion.
4. Vulgar fractions.
5. Decimal fractions.
6. An exercise in mental arithmetic.

The figures must be well formed and accurately arranged.

Second Year.

1. As in first year, but defects in method and neatness more severely visited with loss of marks.
2. Simple interest.

Vocal Music.

First Year.

1. Notation in the treble and bass clefs, time, accent, and the major and minor scales.

2. To write down, in correct time, short and simple passages played in the presence of the candidate.

Second Year.

As in first year, but no value for papers marked below *fair*.

Note.—This *paper* is not given to any candidate who does not produce a certificate, signed by the principal, that she "*has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes.*" Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

Drawing.

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations *in drawing only* are held at each of the *Normal Schools* under inspection some time in November, and (with the exception noted below) at the various *local drawing schools* in connexion with the Department of Science and Art at times to be learned from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate.]

First Year.

All or any of the following exercises, for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February 1857:—

1. Drawing free hand from flat examples.
2. Linear geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Delineation of large letters, numbers, diagrams, and other objects on the black board. [*This exercise, No. 5, can be performed only at a Normal school, as part of the November examination.* Acting Teachers, *who wish to perform it, must attend one of those examinations.* Students, *who wish to perform it, must do so either before the* Art Inspector, *in November, of their* first *year, or before* Her Majesty's Inspector (*as part of their class teaching*) *in their* second *year. Students* cannot *perform it in* November *of their* second *year before the Art Inspector.*]

Second Year.

As in first year. (See as to exercise No. 5.)

MINUTE.

REVISED CODE (SCOTLAND).

At the Council Chamber, Whitehall, the 13th day of July 1869.

MINUTE BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION.

Read,

The Minute of the 21st day of May 1868, whereby the inspection and examination of elementary schools in Scotland, as prescribed by the Minute of 11th June 1864, was left without change, but the period within which annual grants might be paid to such schools, according to the Code of 1860, was extended to 30th June (inclusive) 1870;—

Resolved,

That the said period be further extended, viz., to 30th June (inclusive) 1871, to allow for the engagement, according to the Regulations now in force, of teachers and pupil-teachers whose first year of service will end later than 30th June 1870, and who cannot be engaged without knowing on what terms the contract between themselves and their employers for the service of such year is to be made.

PAPERS relating to ELEMENTARY EDUCATION presented to PARLIAMENT by the COMMITTEE OF COUNCIL ON EDUCATION, 1869–70.

Report to Her Majesty the Queen in Council, 1868–69; with Appendix. *Command Paper.* [23398.] Price 4*s.* 4*d.*

Revised Code (1870). *Command Paper.* Price 3*d.*

Minute.

Minute (13 July 1869) further suspending the application of the Revised Code to Scotland. [H. C. 322.—1869.] Price ½*d.*

Returns.

Return of the Number of Candidates, Male and Female, who presented themselves for examination at the Training Colleges at Christmas 1868; of the number of those who passed their examination in the year; of the number out of those who entered Training Colleges in January 1869; &c. (Mr. Adderley.) (*In continuation of Paper,* No. 150, 1867–68.) H. C. 268.—1869. Price ½*d.*

Return, confined to the Municipal Boroughs of *Birmingham, Leeds, Liverpool,* and *Manchester,* of all Schools for the poorer classes of children; whether such Schools are wholly or in part supported by taxation, private contributions, or fees; and whether they be in the nature of Asylums or of Day Schools: provided that the fee (if any) charged at any School included in the Return do not exceed 1s. per week; also a Report upon a sufficient number of such Schools in each of the said Boroughs to inform this House of the quality of the Education which the said Schools provide; such Return to include the nature and dimensions of the premises; the age and number of the Scholars, on the roll and in actual attendance (distinguishing those who attend School under any Act regulating the hours of labour from the rest), and of the Teachers; the hours and subjects of instruction; the religious connexion (if any) of the Schools; and by whom they are managed and inspected. (The Vice-President.) H. C. No. 91.—1870. Price 5*s.*

Return showing the Parishes in which Alterations have been made in respect of the Number or Accommodation of Schools aided by Parliamentary Grants (in continuation of Paper, No. 124, 1868–69). (Lord Robert Montagu.) H. C. No. 162. Price 2½*d.*

*** The above-mentioned Papers may be purchased, either directly or through any bookseller, by means of his London agent, from Messrs. Eyre and Spottiswoode, Sale Office, House of Lords, S.W., and East Harding Street, Fleet Street, E.C.; or from Mr. Hansard, at 32, Abingdon Street, Westminster, S.W., and 13, Great Queen Street, Lincoln's Inn Fields, W.C.

TABLES.

(No. 1.)

EXPENDITURE FROM EDUCATION GRANTS.

(TABLE A.)—*Classified according to Object of Grant.*

	For Year ended 31 March 1869.	Compared with Year ended 31 March 1868. Increase.	Compared with Year ended 31 March 1868. Decrease.	From 1839 to 31 March 1869.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. In Annual Grants paid for 1868-9, *in Scotland only*, according to the Code of 1860, viz.:				
Grants in Augmentation of the Salaries of Certificated Schoolmasters and Schoolmistresses	36,571 17 6	3,724 19 1	- - -	1,086,457 4 2
Grants to pay the Stipends of Pupil-teachers, and Gratuities to the Schoolmasters and Schoolmistresses instructing them	38,834 18 4	2,082 0 8	- - -	2,769,849 17 6
Stipends to Assistant Teachers	577 18 4	- - -	483 16 8	69,403 11 8
Stipends to Teachers in Night Schools	511 15 4	- - -	51 16 2	12,383 14 10
Special Allowances for Drawing	- - -	- - -	- - -	9,399 8 0
Grants to Industrial Classes in connexion with Elementary Day Schools	52 8 10	- - -	42 13 8	101,476 5 5
2. Unexpired Pensions	540 0 0	- - -	89 3 4	9,044 15 0
3. In Annual Grants to Elementary Day Schools in England and Wales under the Revised Code, viz.:				
For Day Scholars	484,882 9 10	68,308 7 10	- - -	2,243,083 5 5
For Evening Scholars	19,403 15 0	4,383 16 10	- - -	67,565 1 11
4. Towards building, enlarging, and furnishing of School premises	35,978 14 11	9,953 6 11	- - -	1,694,341 4 6
5. In Annual Grants to Training Colleges	70,807 17 2	921 10 7	- - -	1,262,929 13 2
6. Administration:—	£ s. d.			
For Inspection	58,509 0 2			
For Office in London	22,436 18 10			
Contingencies of Office, viz.:—				
Extra Copying 3,276 15 4				
Sundry Office disbursements 589 16 5				
	3,866 11 9	4,698 11 8	- - -	1,157,736 5 6
Stamps on Pupil-teachers' Agreements	462 17 6			
Poundage on Post Office Orders	412 0 6			
7. Discontinued:—				
Capitation Grants under the Old Code in England and Wales	- - -	- - -	- - -	473,946 19 2
In Books, Maps, Diagrams, and Scientific Apparatus	- - -	- - -	- - -	52,520 11 2
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£773,839 4 0	94,077 13 7	667 9 10	11,022,742 6 5

EXPENDITURE FROM EDUCATION GRANTS—*continued.*

(TABLE B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 March 1869.	Compared with Year ended 31 March 1868.		From 1839 to 31 March 1869.
		Increase.	Decrease.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Schools connected with—				
Church of England	443,534 9 4	56,400 14 4	- - -	6,500,410 14 6
British and Foreign School Society	81,737 1 3	15,719 15 2	- - -	1,006,969 12 4
On Wesleyan Schools	36,194 3 6	3,582 16 11	- - -	509,556 17 6
On Roman Catholic Schools (England and Wales)	33,929 6 6	4,178 5 2	- - -	410,774 9 10
On Parochial Union Schools	120 0 0	- - -	- - -	77,963 9 9
SCOTLAND — On Schools connected with—				
Established Church	53,152 7 8	4,579 8 7	- - -	723,700 1 7
Free Church	32,221 4 6	3,855 9 5	- - -	525,405 8 9
Episcopal Church	4,251 19 6	534 12 4	- - -	61,433 16 6
On Roman Catholic Schools	3,021 3 0	- - -	139 9 10	35,497 6 4
Other Schools	- - -	- - -	- - -	189 14 10
Administration (as in Table A.)	85,677 8 9	4,698 11 8	- - -	1,157,736 5 6
Transferred in 1857 under head of Scientific Apparatus to account of Department of Science and Art, towards the expense of establishing the Educational Division of the Museum at Kensington	- - -	- - -	- - -	1,500 0 0
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	773,839 4 0	93,549 13 7	139 9 10	11,022,742 6 5

(No. 2.)

TABLE* showing Number of CERTIFICATED TEACHERS *actually employed in teaching*; Number of ASSISTANT TEACHERS appointed under Minute of July 1852; and Number of PUPIL-TEACHERS under Apprenticeship;—(*corrected to* 31 *December* 1869).

—	Certificated Teachers.			Assistant Teachers.			Pupil-teachers.																	
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England	5,669	5,513	11,182	461	704	1,165	1,457	1,690	3,147	1,293	1,670	2,963	1,016	1,438	2,454	734	1,118	1,852	570	914	1,484	5,070	6,830	11,900
Wales	546	230	776	29	38	67	134	92	226	131	120	251	90	86	176	63	55	118	45	38	83	463	391	854
Isle of Man, and Channel Islands	36	33	69	2	2	4	7	12	19	7	9	16	13	11	24	5	11	16	4	9	13	36	52	88
Total	6,251	5,776	12,027	492	744	1,236	1,598	1,794	3,392	1,431	1,799	3,230	1,119	1,535	2,654	802	1,184	1,986	619	961	1,580	5,569	7,273	12,842
Scotland	1,624	782	2,406	8	1	9	421	218	639	505	261	766	369	231	600	272	214	486	196	172	368	1,763	1,096	2,859
Great Britain	7,875	6,558	14,433	500	745	1,245	2,019	2,012	4,031	1,936	2,060	3,996	1,488	1,766	3,254	1074	1,398	2,472	815	1,133	1,948	7,332	8,369	15,701

* The numbers in this Table do not correspond with the numbers given in Table No. 1 (*infra*) of Statistics of Schools *actually* inspected in year ending 31 August 1869; this table being corrected to 31 December by the exclusion or addition of all arrears of inspection entering into the year at its beginning, or remaining over at its end.

(No. 3.)

The same TABLE re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1869, *classified denominationally.*

Schools connected with	Certificated Teachers.			Assistant Teachers.			Pupil-teachers.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
National Society or Church of England	4,814	4,531	9,345	357	562	919	3,528	5,317	8,845
British and Foreign School Society	888	586	1,474	89	91	180	1,134	1,010	2,144
Wesleyan Methodists' Conference	387	230	617	38	19	57	696	389	1,085
Roman Catholic Poor School Committee (*in England and Wales*)	162	429	591	8	72	80	211	557	768
Total, England and Wales	6,251	5,776	12,027	492	744	1,236	5,569	7,273	12,842
Church of Scotland	1,048	482	1,530	2	—	2	1,027	621	1,648
Free Church in Scotland	503	199	702	6	1	7	605	280	885
Episcopal Church in Scotland	51	48	99	—	—	—	71	83	154
Roman Catholic Poor School Committee (*in Scotland*)	22	53	75	—	—	—	60	112	172
Total, Scotland	1,624	782	2,406	8	1	9	1,763	1,096	2,859
Total, Great Britain	7,875	6,558	14,433	500	745	1,245	7,332	8,369	15,701

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*for Year* 1869, *and for Years* 1839 *to* 1869 *inclusive.*

FROM 1 JANUARY TO 31 DECEMBER 1869.

Denominations.	Number of School-houses* Built.							Total Amount awarded out of Parliamentary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.§					Number of Children for whom existing Schools have been enlarged.‖					Number of Children for whom Accommodation has been created.§				
	Institutions.†	Number of departments comprised in those Institutions.‡ Juvenile. Boys.	Girls.	Mixed.	Infants.	Residences.	Enlarged or improved.				Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.
								£ s. d.	£ s. d.	£ s. d.															
ENGLAND AND WALES.																									
National or Church of England Schools - -	94	34	34	46	46	52	49	27,579 3 4	120,427 7 3½	148,006 10 7½	5,777	5,354	5,808	4,542	21,481	1,073	546	255	1,121	2,995	6,850	5,900	6,063	5,663	24,476
British and Foreign Schools	11	4	5	5	5	10	7	3,870 17 10	14,218 8 7	18,089 6 5	580	813	879	564	2,836	131	133	209	31	504	711	946	1,088	595	3,340
Wesleyan Schools - -	-	-	-	-	-	-	1	50 0 0	177 0 0	227 0 0	-	-	-	-	-	41	-	-	40	81	41	-	-	40	81
Roman Catholic Schools	1	-	1	-	1	-	1	652 16 10	1,741 13 7	2,394 10 5	-	196	-	276	472	-	-	82	97	179	-	196	82	373	651
SCOTLAND.																									
Church of Scotland Schs.	4	-	1	3	1	1	2	966 19 3	2,529 7 10	3,496 7 1	-	71	588	50	709	217	149	-	-	366	217	220	588	50	1,075
Free Church, and other Schools *not* connected with Church of Scotland	2	-	1	3	-	2	2	582 3 10	1,503 14 5	2,085 18 3	-	65	214	-	279	-	62	150	-	212	-	127	364	-	491
Total - - -	112	38	42	57	53	65	62	33,702 1 1	140,597 11 8½	174,299 12 9½	6,357	6,499	7 489	5,432	25,777	1,462	890	696	1,289	4,337	7,819	7,889	8,185	6,721	30,114

FROM 1839 TO 31 DECEMBER 1869.

ENGLAND AND WALES.																									
National or Church of England Schools - -	4097	1699	1668	1918	1083	2641	1894	1,213,378 19 7½	2,995,623 3 5½	4,209,002 3 1	216103	202119	199115	120396	737733	18237	12974	3605	16318	51184	234390	216093	207720	136714	794917
British and Foreign Schools	255	159	134	79	65	116	102	97,026 5 3½	184,712 16 8½	281,739 2 0½	24023	19650	10731	8303	62777	2228	1307	755	1899	6249	26321	21017	11486	10202	69026
Wesleyan Schools - -	128	38	38	85	61	92	41	77,490 16 1	139,944 17 0	217,435 13 1	7636	6155	17693	9409	40893	716	414	444	256	1830	8352	6569	18137	9665	42723
Roman Catholic Schools (in Great Britain) -	60	40	39	12	29	31	14	40,367 1 1	85,107 11 6	125,474 12 7	3568	7732	1828	3874	21502	89	145	82	182	498	3657	7877	1410	4056	22000
SCOTLAND.																									
Church of Scotland Schools - - -	229	56	80	137	20	123	58	61,380 3 10½	128,188 8 8	189,568 12 6½	8815	9849	14230	1660	34554	1117	725	1329	318	3489	9932	10574	15559	1978	38043
Free Church, and other Schools *not* connected with Church of Scotland	163	46	48	111	11	99	54	35,817 17 10	73,269 6 3½	109,087 4 1½	5396	5127	12785	606	23914	621	451	677	177	1926	6017	5578	13462	783	25840
Episcopal Schools - -	6	4	5	1	1	1	3	3,851 1 6	6,592 14 7	10,443 16 1	546	746	211	96	1599	-	88	331	36	455	546	834	542	132	2054
Total - - -	4938	2042	2012	2343	1270	3109	2256	1,529,312 5 3½	3,613,438 18 3	5,142,751 3 6½	271157	251378	256093	144344	922972	28038	17164	12223	19186	71631	294215	268542	268316	163530	994603

* Exclusive of Training Colleges.

† Held in separate buildings, and separately managed.

‡ In which separate teachers are employed.

§ At the rate of 8 square feet of superficial area per child.

‖ It must be noted that the figures in this group of columns are confined to those cases in which the *superficial area* of school-rooms has been *increased.* The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided *without any extension of area.*

(No. 5.)

NUMBERS of CANDIDATES for ADMISSION to NORMAL SCHOOLS, and of PUPIL-TEACHERS engaged in ELEMENTARY SCHOOLS, in Great Britain, in the Years 1861 to 1869, inclusive.

	Christmas 1861.		Christmas 1862.		Christmas 1863.		Christmas 1864.		Christmas 1865.		Christmas 1866.		Christmas 1867.		Christmas 1868.		Christmas 1869.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Number of candidates (*i.e.* for admission) who presented themselves for examination at the training colleges.	1,174	1,299	1,128	1,385	789	1,042	591	904	608	947	616	968	599	879	615	910	792	1,032
Number of those who passed their examination.	869	858	990	993	691	791	518	810	521	785	450	757	454	706	457	788	698	883
	January 1862.		January 1863.		January 1864.		January 1865.		January 1866.		January 1867.		January 1868.		January 1869.		January 1870.	
Number out of them who entered training colleges.	821	770	913	842	594	694	501	697	508	707	436	685	445	676	440	744	672	787
	1861.		1862.		1863.		1864.		1865.		1866.		1867.		1868.		1869.	
Number of pupil-teachers apprenticed, *i.e.*, admitted to apprenticeship.	2,984		2,762		2,971		1,228	1,340	1,338	1,293	1,450	1,620	1,338	1,904	2,171	2,246	2,239	2,318
Number of pupil-teachers in 1st year	1,521	1,571	1,454	1,480	1,160	1,155	884*	1,011*	1,212*	1,143*	1,311*	1,409*	1,711*	1,735*	1,949*	1,933*	2,019*	2,012*
Number of pupil-teachers in 2nd „	1,653	1,586	1,593	1,672	1,431	1,521	1,077	1,198	885	1,063	1,169	1,324	1,291	1,462	1,682	1,823	1,936	2,060
Number of pupil-teachers in 3rd „	1,799	1,558	1,522	1,484	1,521	1,619	1,281	1,383	929	1,152	792	1,000	1,013	1,236	1,187	1,453	1,488	1,766
Number of pupil-teachers in 4th „	1,768	1,704	1,712	1,526	1,375	1,411	1,242	1,489	1,106	1,272	790	1,073	709	922	910	1,205	1,074	1,398
Number of pupil-teachers in 5th „	1,654	1,463	1,682	1,627	1,556	1,431	1,241	1,355	1,075	1,384	961	1,133	650	957	637	889	815	1,133
Total	8,395	7,882	7,963	7,789	7,043	7,137	5,725	6,436	5,207	6,014	5,032	5,939	5,374	6,312	6,365	7,303	7,332	8,369

* These numbers are less than those immediately above them; but pupil-teachers, who are old and proficient enough, are often "admitted" in one of the later years of apprenticeship. [illegible] Articles 109, and Revised Code [illegible]

EXTRACTS FROM THE GAZETTE.

APPOINTMENT OF SECRETARY TO THE COMMITTEE OF COUNCIL ON EDUCATION.

(From the London Gazette of 8 February 1870.)

At the Court at Osborne House, Isle of Wight, the 5th day of February 1870.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, upon a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *Sir Francis Richard Sandford*, Knight, to be Secretary to the said Committee, in the room of Ralph Robert Wheeler Lingen, Esq., C.B., resigned.

APPOINTMENT OF INSPECTORS OF SCHOOLS.

(From the London Gazette of 12 October 1869.)

At the Court at Balmoral, the 7th day of October 1869.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Francis Synge*, of Trinity College, Cambridge, M.A., to be one of Her Majesty's Inspectors of Schools.

(From the London Gazette of 12 October 1869.)

At the Court at Balmoral, the 7th day of October 1869.

PRESENT:

The QUEEN's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *Andrew E. Scougal*, Esquire, of Aberdeen, to be one of Her Majesty's Inspectors of Schools in Scotland.

(From the London Gazette of 8 February 1870.)

At the Court at Osborne House, Isle of Wight, the 5th day of February 1870.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *Alexander Walker*, Esquire, member of the General Council, and late Latin tutor in the University of Edinburgh, to be one of Her Majesty's Inspectors of Schools in Scotland.

Appendix No. 1.

ELEMENTARY SCHOOLS.

TABLES.

(No. 1.)

General Summary of STATISTICS of INSPECTION, for Year ending 31 August 1905.

*** The results given are not to be taken as complete accounts of each Examination, being those of actual inspection only, between 1 September 1904 and 31 August 1905.

DESIGNATION	Number of Departments on Register at end of year	Number of Departments Inspected	Number of Scholars on Rolls at Examinations					Percentage of Scholars present at Examinations						Number of Scholars on Rolls at Examinations						Average Attendance	Number of Certificated Teachers	Number of Pupil Teachers	Number of Assistant Teachers	Number of Scholars to each Teacher	Number of Scholars in Departments Inspected	Percentage of Scholars in Departments Inspected who passed in the several Standards												Percentage of Children on Rolls in Departments Inspected who passed in the several Standards											
			Boys	Girls	Infants	Total	Mean	Boys	Girls	Infants	Total	Mean	Boys	Girls	Infants	Total	Mean	Boys	Girls	Infants	Total																														
																											Under 5	5	Between 5 & 6	Between 6 & 7	Between 7 & 8	Between 8 & 9	Between 9 & 10	Between 10 & 11	Between 11 & 12	Between 12 & 13	Between 13 & 14	Between 14 & 15	Above 15	Above 14	Under 5	5	Between 5 & 6	Between 6 & 7	Between 7 & 8	Between 8 & 9	Between 9 & 10	Between 10 & 11	Between 11 & 12	Between 12 & 13	Between 13 & 14	Between 14 & 15	Above 15	Above 14
England and Wales	Schools connected with National Society, or Church of England	4,464	3,987	1,004	1,041	1,108	3,153	388,670	401,134	373,004	87,810	3,616	87,172	90,055	92,100	269,355	91.0	145,304	108,111	10,010	3,177	11,010	1,290,010	5,190	5,141	110	6,015	5,180	7·16	8·00	11·11	11·14	11·17	11·16	11·10	9·16	7·18	1·70	0·14	1·10	41·14	30·16	14·17	9·16	5·18	9·16						
	British, Wesleyan, and other Schools not connected with Church of England	1,141	884	214	214	1,079	310	6,473	165,207	110,720	271,100	7,871	5,015	5,010	5,000	15,000	91.0	15,194	13,510	2,710	670	2,000	370,000	2,000	1,000	100	1,007	924	2·10	7·10	10·10	10·17	11·14	11·12	11·10	10·10	9·10	6·7	0·10	0·1	7·10	14·1	10·10	11·10	9·11	6·4	4·14				
	Roman Catholic Schools	104	113	100	110	104	314	97,317	94,344	70,000	21,000	3,000	3,000	3,000	3,000	9,000	91.0	11,711	10,110	2,000	1,000	3,000	90,000	370	170	80	307	10	0·10	10·14	10·11	11·10	11·14	11·14	10·10	9·10	6·11	4·7	0·10	0·7	10·14	10·11	11·11	9·10	4·10	4·14	0·10				
	Total	7,709	6,984	1,318	1,365	1,491	4,174	492,460	660,685	553,724	1,214,409	15,487	95,187	98,075	100,100	293,362	91.0	172,209	131,831	12,720	4,847	16,010	1,750,010	7,560	6,311	190	7,329	6,114	7·15	8·10	11·11	11·11	11·17	11·16	11·10	9·14	7·18	1·70	0·14	1·10	41·14	30·16	14·17	9·16	5·18	9·16						
Scotland	Schools connected with Church of Scotland	1,001	90	10	11	1,011	30	1,111	11,111	10,111	22,111	1,111	1,111	1,111	1,111	3,333	91.0	11,111	10,111	1,111	111	1,111	111,111	1,111	1,111	111	1,111	1,111	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Free Church Schools	111	11	11	11	111	11	111	11,111	11,111	22,111	1,111	1,111	1,111	1,111	3,333	91.0	11,111	10,111	1,111	111	1,111	111,111	1,111	1,111	111	1,111	1,111	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Episcopal Schools	11	11	11	11	11	11	111	1,111	1,111	2,111	111	111	111	111	333	91.0	1,111	1,111	111	11	111	11,111	111	111	11	111	111	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Roman Catholic Schools	11	11	11	11	11	11	111	1,111	1,111	2,111	111	111	111	111	333	91.0	1,111	1,111	111	11	111	11,111	111	111	11	111	111	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Total	1,111	111	111	111	1,111	111	11,111	111,111	111,111	222,111	11,111	11,111	11,111	11,111	33,333	91.0	111,111	101,111	11,111	1,111	11,111	1,111,111	11,111	11,111	1,111	11,111	11,111	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Total, Great Britain	9,111	11	111	111	1,111	111	111,111	111,111	111,111	222,111	11,111	11,111	11,111	11,111	33,333	91.0	111,111	101,111	11,111	1,111	11,111	1,111,111	11,111	11,111	1,111	11,111	11,111	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
England and Wales	Schools connected with National Society, or Church of England	111	11	11	11	111	1	111	11,111	11,111	11,111	—	—	—	11	11,111	11,111	—	—	—	—	—	—	11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	British, Wesleyan, and other Schools not connected with Church of England	11	11	11	1	11	—	11	1,111	1,111	2,111	11	11	11	—	33	11,111	1,111	1,111	—	—	—	2,111	1	1·11	1·11	1·1	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Roman Catholic Schools	1	1	—	—	1	—	1	11	111	111	—	—	—	—	—	—	11	11	—	—	—	111	1	1·11	1·11	1·1	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Total	111	11	11	11	111	1	111	11,111	11,111	11,111	11	11	11	11	33	11,111	1,111	1,111	—	—	—	2,111	11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
Scotland	Schools connected with Church of Scotland	11	1	1	1	11	—	11	1,111	1,111	2,111	—	—	—	—	—	—	1,111	1,111	—	—	—	2,111	1	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Free Church Schools	1	—	—	—	1	—	1	111	111	111	—	—	—	—	—	—	111	111	—	—	—	111	1	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Episcopal Schools	11	—	—	—	11	—	11	1,111	1,111	2,111	—	—	—	—	—	—	1,111	1,111	—	—	—	2,111	1	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Roman Catholic Schools	1	—	—	—	1	—	1	11	111	111	—	—	—	—	—	—	11	11	—	—	—	111	1	1·11	1·11	1·1	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Total	11	1	1	1	11	—	11	1,111	1,111	2,111	—	—	—	—	—	—	1,111	1,111	—	—	—	2,111	1	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11
	Total, Great Britain	111	11	11	11	111	1	111	11,111	11,111	11,111	11	11	11	11	33	11,111	1,111	1,111	—	—	—	2,111	11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11	1·11

* Including in column heading those schools of principal schools which admit Infants (26 only).

† In cases has been made for 421 departments of schools, etc. — Church of England, 389; British and Wesleyan, 11; Roman Catholic (England and Wales), 11; Church of Scotland, 11; Free Church, 11; Episcopal, 11.

‡ The numbers throughout this table are taken from the statistics of schools actually inspected between 1 September 1904 and 31 August, and therefore the numbers of teachers and scholars differ from those given in table No. 1 and in Appendix, which are brought up to 31 December, and are corrected by the omission of schools of all classes of inspection.

§ 110 Boys 43,555 were examined previous to October 1904.

(No. 4.)

STATISTICS OF INSPECTION—continued.

AGGREGATE ANNUAL Income and Expenditure of an ascertained Number of Schools as per Table on last preceding page.*

DENOMINATIONS.	SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.															SCHOOLS VISITED FOR SIMPLE INSPECTION ONLY.														
	Income.							Expenditure.						Income.						Expenditure.										
	From Endowment, Annual and Fixed Subscriptions, Collections, Rates, Grants, &c.	From Voluntary Contributions.	From School Fees.	From Government.	From other Sources.	Total.	Average Income per Scholar in Attendance.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in Attendance.	Number of Schools to which this Table refers.	Number of Children in average Attendance at these Schools.	Of 21 and upwards.	15 and less than 21.	Less than 15.	From Endowment, Annual and Fixed Subscriptions, Collections, Rates, Grants, &c.	From Voluntary Contributions.	From School Fees.	From other Sources.	Total.	Average Income per Scholar in Attendance.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in Attendance.	Number of Schools to which this Table refers.	Number of Children in average Attendance at these Schools.	Of 21 and upwards.	15 and less than 21.	Less than 15.
England and Wales.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.					
Schools connected with National Society, or Church of England	98,714 4 11	313,348 20 2	332,201 3 6	443,298 19 3	16,748 4 3	1,204,311 12 6	1 3 03	850,615 14 1	84,818 9 9	194,894 0 3½	1,130,328 23 2	1 3 8	2,503	468,864	59,870	84,843	59,370	2,503	468,864	59,870	84,843	59,370										
British, Wesleyan, and other Schools not connected with Church of England	2,595 15 8	28,502 9 9	118,331 13 8	19,466 14 6	2,446 11 8	171,343 15 10	1 4 0	141,999 10 6	14,888 14 0	16,579 3 8	173,466 8 2	1 4 04	1,941	117,446	1,209	11,831	16,240	1,941	117,446	1,209	11,831	16,240										
Roman Catholic Schools	448 18 9	20,104 2 11	14,778 4 8	17,811 4 6	8,546 14 5	61,690 15 8	0 18 04	46,097 14 4	6,066 11 5	17,826 16 9	69,750 3 10	1 0 8½	306	97,546	840	3,241	4,800	306	97,546	840	3,241	4,800										
Total	101,757 17 8	361,955 12 2	465,311 1 6	480,576 17 9	27,741 10 0	1,437,342 3 4	1 2 11	1,038,712 18 11	105,773 14 2	229,300 0 3½	1,373,786 12 5½	1 2 10	4,750	683,856	61,919	99,915	80,410	4,750	683,856	61,919	99,915	80,410										
Scotland. Schools connected with Church of Scotland	68,540 4 11	81,748 10 9	51,611 4 8	17,088 8 6	637 2 10	219,626 11 7	1 2 11	161,311 11 3	14,888 8 11	19,888 0 8	196,177 19 6	1 2 11	1,008	115,284	1,686	1,734	1,148	1,008	115,284	1,686	1,734	1,148										
Free Church Schools	3,681 2 4	14,634 19 7	10,207 17 8	10,077 17 2	166 15 6	73,768 12 4	1 2 03	67,614 14 2	858 14 6	5,011 3 4	74,478 12 2	1 2 7	488	34,162	304	813	1,354	488	34,162	304	813	1,354										
Episcopal Schools	133 5 4	2,722 15 8	2,161 5 11	2,211 1 6	16 7 0	7,245 15 4	1 2 6	6,106 18 4	396 5 6	1,206 3 6	7,708 7 4	1 2 10	93	6,216	138	262	737	93	6,216	138	262	737										
Roman Catholic Schools	85 5 6	2,710 5 6	2,092 11 4	2,211 1 6	37 14 0	7,135 16 2	1 0 8½	6,088 9 3	135 4 7	1,068 6 1	7,291 7 2	1 0 11½	85	6,110	45	110	1,377	85	6,110	45	110	1,377										
Total	72,740 8 3	101,815 9 10	66,073 14 7	31,388 18 8	857 9 10	307,776 15 5	1 2 03	241,121 13 11	16,278 13 6	27,173 16 7	284,574 4 0	1 2 10	1,674	161,772	2,173	2,921	4,616	1,674	161,772	2,173	2,921	4,616										
Total, Great Britain	174,498 5 11	463,771 2 0	531,384 16 1	511,965 8 5	28,599 0 10	1,745,119 18 9	1 2 11	1,279,834 12 10	122,052 7 8	256,473 16 10½	1,658,360 17 5½	1 2 10	6,424	845,628	64,092	102,836	85,026	6,424	845,628	64,092	102,836	85,026										
England and Wales. Schools connected with National Society, or Church of England	3,320 10 4	7,559 15 6	3,040 17 4	315 5 6	978 18 8	15,214 7 8	1 3 03	10,735 7 9	941 8 6	3,649 4 6	15,326 20 21	1 3 6	102	11,344	552	1,313	373	102	11,344	552	1,313	373										
British, Wesleyan, and other Schools not connected with Church of England	28 6 1	1,888 11 11	1,050 0 0	—	44 0 3	3,009 12 10	1 0 2	2,307 11 11	198 0 10	645 0 8	3,151 20 9	1 0 10	20	2,405	35	384	271	20	2,405	35	384	271										
Roman Catholic Schools	—	44 5 0	30 1 2	—	—	74 6 2	1 0 11	57 0 0	3 0 0	14 6 2	74 6 2	1 0 11	2	57	—	—	—	2	57	—	—	—										
Total	3,348 16 5	9,492 12 7	4,120 18 6	315 5 6	1,022 18 11	18,298 6 5	1 3 03	13,100 0 8	1,142 8 6	4,308 13 3	18,552 9 5	1 3 6	124	13,806	587	1,697	644	124	13,806	587	1,697	644										
Scotland. Schools connected with Church of Scotland	800 5 8	447 14 7	380 0 0	—	121 7 2	1,849 17 6	1 1 9	1,248 16 7	7 4 0	74 0 0	1,330 0 7	1 1 3	93	1,102	19	33	33	93	1,102	19	33	33										
Free Church Schools	68 2 11	75 0 0	147 10 0	—	30 16 6	321 14 11	0 11 11	292 18 0	—	34 7 1	326 5 1	0 11 8	3	325	3	—	—	3	325	3	—	—										
Episcopal Schools	—	19 0 0	14 0 0	—	2 6 0	35 6 0	0 11 0	27 5 0	4 10 0	3 11 0	35 6 0	0 11 0	1	35	1	—	—	1	35	1	—	—										
Roman Catholic Schools	—	21 0 0	20 0 0	—	1 0 0	42 0 0	0 11 04	30 0 0	3 10 0	8 10 0	42 0 0	0 11 04	1	38	—	—	—	1	38	—	—	—										
Total	868 8 8	562 14 7	561 10 0	—	154 11 8	2,149 17 5	1 1 3	1,569 19 7	15 14 0	120 18 1	1,736 11 8	1 1 3	98	1,500	23	33	33	98	1,500	23	33	33										
Total, Great Britain	4,217 5 1	10,055 7 2	4,682 8 6	315 5 6	1,177 10 7	20,448 3 10	1 3 03	14,670 0 3	1,158 2 6	4,429 11 4	20,257 21 1	1 3 6	222	15,306	610	1,730	677	222	15,306	610	1,730	677										

* The number of schools entered in the last preceding page is 9,010 (Annual Grant) + 713 (Simple Inspection) = 10,023; but from 413 (Annual Grant) + 466 (Simple Inspection) = 879 of these, no sufficient returns of income and expenditure have been received.

(No. 3.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at *same* School, from Year 1853 to Year 1869, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47·82	21·	13·01	8·48	4·82	4·87
1854	42·	28·18	12·84	8·	4·75	4·23
1855	37·02	28·82	14·51	9·47	5·69	4·49
1856	42·02	22·65	15·14	9·72	5·78	4·69
1857	41·26	23·61	14·97	9·74	5·5	4·92
1858	38·81	22·66	16·29	10·48	6·54	5·22
1859	37·81	22·57	16·81	10·89	6·46	5·46
1860	35·98	21·92	16·97	11·55	7·11	6·47
1861	36·79	23·19	16·21	11·4	6·97	5·44
1862	37·43	21·17	16·86	12·09	7·27	5·18
1863	39·13	21·85	15·59	10·58	6·73	6·12
1864	38·15	22·18	15·51	10·57	6·86	6·73
1865	38·97	21·93	15·33	10·22	6·8	6·75
1866	34·63	21·88	16·85	11·79	7·82	7·03
1867	39·14	22·38	15·1	10·03	6·53	6·82
1868	40·54	22·92	14·88	9·6	5·9	6·16
1869	40·88	23·31	14·86	9·34	5·7	5·91
Mean per-centage	39·32	23·07	15·4	10·23	6·31	5·68

(No. 4.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars aged												Total Per-centage under Ten Years of Age.
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
1850*	–	–	–	–	–	14·13	13·62	12·54	10·	6·84	4·24	3·55	62·83
1851*	–	–	–	–	–	14·94	14·09	12·73	9·36	7·19	4·12	3·35	63·25
1852*	–	–	–	–	–	14·73	13·98	12·56	10·31	7·85	4·61	3·96	60·71
1853*	–	–	–	–	14·19	14·65	13·72	11·81	9·02	6·24	3·44	1·86	67·63
1854*	–	–	–	–	13·67	13·84	13·62	11·34	8·72	5·86	3·28	2·04	68·76
1855	2·98	4·59	7·18	10·75	13·26	14·15	13·65	12·03	8·99	6·44	3·64	2·34	66·56
1856	6·03	7·15	9·33	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14	70·4
1857	6·58	7·89	10·05	12·21	12·4	11·94	11·03	9·91	7·7	5·26	3·04	1·99	72·1
1858	5·45	7·22	9·3	11·84	12·7	12·26	11·56	10·2	7·98	5·8	3·4	2·29	70·33
1859	5·07	7·1	9·7	12·04	12·48	12·22	11·81	10·16	7·82	5·88	3·33	2·39	70·42
1860	5·36	7·26	9·75	11·6	12·48	12·26	11·91	10·05	7·99	5·7	3·29	2·35	70·62
1861	5·09	7·43	9·94	11·97	12·75	12·08	11·55	10·45	7·7	5·81	2·95	2·28	70·81
1862	5·47	7·38	9·66	11·7	12·92	11·68	11·26	9·75	8·37	6·17	3·22	2·42	70·07
1863	6·41	7·45	9·56	11·55	12·77	11·85	11·42	10·19	7·99	5·81	3·1	1·9	71·01
1864	6·11	7·38	9·8	10·86	12·84	11·87	11·57	10·31	8·11	5·97	3·25	1·93	70·43
1865	6·82	7·54	9·94	10·85	12·71	12·02	11·72	10·27	7·97	5·74	3·09	1·83	71·1
1866	6·53	7·75	10·19	11·1	12·5	11·88	11·67	10·19	7·96	5·54	2·92	1·77	71·62
1867	6·72	8·14	10·36	11·29	12·67	11·75	11·43	9·98	7·82	5·43	2·77	1·64	72·36
1868	6·51	8·34	10·62	11·28	12·23	11·97	11·33	9·91	7·85	5·52	2·81	1·63	72·28
1869	6·38	8·36	10·8	11·28	11·95	11·9	11·44	9·91	7·88	5·63	2·84	1·63	72·11
Mean per-centage.	44·38					12·7	12·2	10·74	8·37	6·02	3·33	2·26	69·28

* The returns for these years *do not* distinguish the ages of children under eight years.

(No. 5.)

STATISTICS OF INSPECTION—*continued.*

SCHOOLS aided with ANNUAL GRANTS in the Year ending 31 August 1869.

	DENOMINATIONS.	Returned by Managers as belonging to Agricultural Population.						Returned by Managers as *not* belonging to Agricultural Population.						Returned by Managers as belonging to Mixed Population.					
		Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.
						£ s. d.	s. d.					£ s. d.	s. d.					£ s. d.	s. d.
England and Wales.	Schools connected with *National Society*, or *Church of England*	3,019	234,243	3,516	1,365	109,312 13 3	9 3¾	1,808	418,147	3,634	5,427	195,508 1 4	9 4	1,276	179,316	2,000	1,769	83,663 17 3	9 3¾
	British, Wesleyan, and other Schools *not* connected with Church of England	377	31,913	421	268	15,586 18 9	9 9	737	150,880	1,201	2,256	72,793 2 0	9 7¾	300	42,439	401	536	20,894 10 7	9 10
	Roman Catholic Schools	55	4,022	64	17	1,935 18 9	9 7½	230	61,056	453	682	28,192 18 8	9 2¾	43	5,193	62	37	2,634 13 8	10 1¾
	Total	3,451	270,178	4,001	1,650	126,835 10 9	9 4¼	2,775	630,083	5,288	8,365	296,494 2 0	9 4¾	1,619	226,948	2,463	2,342	107,193 1 6	9 5¼
Scotland.	Schools connected with *Church of Scotland*	501	26,398	522	222	11,566 2 3	8 9	297	54,212	500	824	20,104 19 6	7 5	271	28,450	341	418	11,383 10 6	8 0
	Free Church Schools	212	13,505	231	150	6,694 1 8	9 0¼	170	30,387	303	507	13,282 3 6	8 8¾	124	13,581	162	215	6,071 16 8	8 11¼
	Episcopal Schools	23	1,636	26	26	779 10 0	9 6¼	45	5,304	49	103	2,305 10 10	8 8¼	19	1,698	22	30	788 6 8	8 8¼
	Roman Catholic Schools	14	1,234	16	26	606 18 3	9 10	37	7,659	48	128	2,937 4 4	7 8	5	595	5	10	222 14 3	7 5¼
	Total	750	42,773	795	424	19,646 12 2	8 10¾	549	97,562	900	1,562	38,629 18 2	7 11	419	44,324	530	673	18,416 8 6	8 3¼
	Total, Great Britain	4,201	312,951	4,796	2,074	146,482 2 11	9 3¾	3,324	727,645	6,188	9,927	335,124 0 2	9 2¾	2,038	271,272	2,993	3,015	125,609 10 0	9 3¾

Salaries of Teachers (certificated as compared with *uncertificated*).

	Denominations.	Schools visited on account of annual grants. — Masters. — Certificated. — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Masters. — *Uncertificated.* — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. — Certificated. — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. — *Uncertificated.* — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
England, Scotland, and Wales.	Schs. connected with *N. S.* or *Ch. of E.*	89 2 8	4,330	2,857	55 5 4	16	8	56 6 4	2,799	1,385	32 12 2	32	10
	B., W., and other schs. not connected with *C. of Eng.*	104 15 6	1,161	334	104 18 2	5	—	66 7 5	431	72	72 8 5	6	—
	Rom. Cath. schools	85 6 9	143	30	65 4 7	1	—	52 11 9	268	91	30 0 0	1	1
	Schools connected with *Ch. of Scot.*	99 12 9	841	616	110 17 8	5	3	56 10 10	294	184	44 18 11	5	2
	Free Ch. schools	96 0 0	436	231	79 11 9	4	1	52 2 5	123	66	44 0 8	2	—
	Episcopal schools	82 10 4	48	22	—	—	—	55 6 0	42	23	44 11 3	1	1
	Rom. Cath. schools	80 13 7	21	8	—	—	—	58 8 1	43	20	—	—	—
	Total	93 5 7	6,980	4,098	75 19 3	31	12	57 1 0	4,000	1,841	39 13 9	47	14

(*continued.*)

	Denominations.	Schools visited on account of annual grants. — Infants' Mistresses. — Certificated. — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Infants' Mistresses. — *Uncertificated.* — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Schools visited for simple inspection only. — Masters. — Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. — Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Infants' Mistresses. — Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.
England, Scotland, and Wales.	Schs. connected with *N. S.* or *Ch. of E.*	54 16 2	1,303	533	30 3 0	60	17	52 14 11	177	135	29 10 7	191	118	28 1 11	21	14
	B., W., and other schs. not connected with *C. of Eng.*	60 7 2	302	41	29 17 10	10	1	55 18 0	33	7	41 3 6	12	3	34 11 2	7	—
	Rom. Cath. schools	48 9 7	116	39	23 8 11	5	1	60 0 0	1	—	27 0 0	2	1	—	—	—
	Schools connected with *Ch. of Scot.*	50 13 8	40	13	27 6 11	1	1	56 8 0	24	15	26 10 8	10	8	—	—	—
	Free Ch. schools	57 2 0	45	9	—	—	—	45 2 2	4	1	43 5 0	2	—	—	—	—
	Episcopal schools	55 15 0	3	2	40 0 0	1	1	39 6 0	2	—	21 10 10	6	1	—	—	—
	Rom. Cath. schools	54 11 11	5	3	50 0 0	1	1	—	—	—	30 0 0	1	—	—	—	—
	Total	55 5 11	1,814	640	30 0 7	78	22	53 6 9	241	158	29 18 4	224	131	29 14 3	28	14

SCHOOL FEES.*

	Denominations.	Schools visited on account of Annual Grants.							Schools visited for Simple Inspection only.						
		Total Number of Schools from which Returns are made.	Total Number of Children included in those Schools.	Centesimal Proportion of those Children paying per Week.					Total Number of Schools from which Returns are made.	Total Number of Children included in those Schools.	Centesimal Proportion of those Children paying per Week.				
				One Penny and less than Two-pence.	Two-pence and less than Three-pence.	Three-pence and less than Four-pence.	Fourpence.	Over Four-pence.			One Penny and less than Two-pence.	Two-pence and less than Three-pence.	Three-pence and less than Four-pence.	Fourpence.	Over Four-pence.
England and Wales.	Schools connected with *National Society*, or *Church of England*	5,827	1,076,937	26·76	48·53	17·17	5·54	2·	224	14,495	49·62	35·06	8·96	3·86	2·5
	British, Wesleyan, and other Schools *not* connected with Church of England	1,354	291,641	15·91	38·32	24·52	11·35	6·4	26	3,661	9·64	38·9	27·72	16·01	7·73
	Roman Catholic Schools	320	68,380	47·54	39·36	9·22	3·07	·81	1	93	—	17·2	37·64	35·48	9·68
	Total	7,501	1,436,958	25·53	46·12	18·28	7·21	2·84	251	18,249	41·35	35·74	12·87	6·46	3·58
Scotland.	Schools connected with *Church of Scotland*	965	104,508	12·06	33·8	33·24	9·97	10·93	28	1,484	11·39	38·68	36·32	10·92	2·69
	Free Church Schools	473	61,337	9·32	35·95	33·98	9·71	11·94	5	352	8·52	61·65	15·63	12·78	1·42
	Episcopal Schools	80	9,169	36·43	38·07	19·49	5·14	·87	5	352	18·47	52·56	25·28	3·69	—
	Roman Catholic Schools	48	6,483	50·92	36·18	12·48	·36	·06	1	76	57·9	42·1	—	—	—
	Total	1,566	181,497	13·75	34·83	31·75	9·29	10·38	39	2,264	13·6	44·52	30·17	9·72	1·99
	Total, Great Britain	9,067	1,618,455	24·23	44·35	19·79	7·44	3·69	290	20,513	38·29	36·71	14·77	6·82	3·41

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education :—

"*Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompence which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from* 1s. 6d. *to* 2s. *per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is not for the sake of* saving a penny *per week that a child is transferred from the School to the factory or the fields, but for the sake of* gaining a shilling or eighteenpence *per week; and the mere opportunity of saving the penny by sending the child to a free School would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it.*"

(No. 8.)—Statistics of Inspection under Revised Code, from 1st September 1868 to 31st August 1869.

Attendance.

Departments.	Average Number of Scholars in Attendance.							Day Schools.					Evening Schools.		
	Day Schools.				Evening Schools.			Number of Scholars who have attended over			Number of Times Schools (Departments) have been open for Instruction.	Total Number of Attendances by all the Scholars.	Number of Scholars who have attended more than 24 Times.	Number of Times Schools have been open for Instruction.	Total Number of Attendances by all the Scholars.
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	Male.	Female.	Total.	200 Times.		100 Times under Half Time Acts.					
								Under 6.	Over 6.						
England and Wales.															
Schools connected with *Nat. Soc.* or *Ch. of Eng.*	412,781	224,979	148,383	786,143	36,286	9,277	45,563	182,477	575,072	38,625	3,827,481	342,136,661	53,533	98,619	2,651,342
B.. W., and other Schools *not* connected with Ch. of England	138,831	42,982	33,829	215,642	7,710	1,880	9,590	44,428	165,678	15,795	853,872	95,588,091	11,743	17,695	606,472
Roman Catholic Schools	21,317	23,087	16,810	61,214	3,900	5,157	9,057	18,395	44,635	3,837	238,895	26,400,372	12,913	10,857	714,482
Total	572,929	291,048	199,022	1,062,999	47,896	16,314	64,210	245,300	785,385	57,757	4,920,248	464,125,124	78,189	127,171	3,972,296
Scotland.															
Schools connected with *Ch. of Scot.*	84,561	18,196	4,878	107,635	993	432	1,425	10,219	88,100	512	481,386	45,539,892	1,735	3,223	144,302
Free Ch. Schools	45,490	6,964	4,481	56,935	425	113	538	5,721	46,754	87	241,119	24,439,358	834	927	56,445
Episcopal Schools	4,906	3,337	395	8,638	—	—	—	2,582	5,861	49	40,701	3,740,599	—	—	—
Roman Catholic Schools	3,211	5,012	597	8,820	297	371	668	1,494	6,878	66	28,880	3,767,344	852	1,320	98,252
Total	138,168	33,509	10,351	182,028	1,715	916	2,631	20,016	147,593	714	792,086	77,487,693	3,421	5,470	298,999
Total, Great Britain	711,097	324,557	209,373	1,245,027	49,611	17,230	66,841	265,316	932,978	58,471	5,712,334	541,612,817	81,610	132,641	4,271,295

Examination, and Results of Examination.

Denominations.	Standard I.									Standard II.								
	No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
England and Wales.																		
Day Schools.																		
Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other	144,054	11,954	156,008	135,033	143,706	128,633	20,975	12,302	27,375	99,913	27,967	127,880	112,138	122,849	97,244	15,742	5,031	30,636
Schs. *not* connected with Ch. of E.	40,731	4,328	45,059	39,462	42,394	39,157	5,597	2,665	5,902	27,207	10,165	37,372	33,639	36,050	28,707	3,733	1,322	8,665
Rom. Cath. Schools	12,948	1,492	14,440	13,333	13,866	13,499	1,107	574	941	7,675	2,343	10,018	9,209	9,863	8,019	809	155	1,999
Total - -	197,733	17,774	215,507	187,828	199,966	181,289	27,679	15,541	34,218	134,795	40,475	175,270	154,986	168,762	133,970	20,284	6,508	41,300
Scotland.																		
Schools connected with *Ch. of Scot.*	16,885	993	17,878	17,194	16,781	15,821	684	1,097	2,057	12,650	3,354	16,004	15,552	15,628	14,123	452	376	1,881
Free. Ch. Schools -	7,981	394	8,375	8,182	8,185	7,544	193	190	831	6,215	1,546	7,761	7,593	7,699	6,967	168	62	794
Episcopal Schools	1,234	40	1,274	1,125	1,217	1,146	149	57	128	972	159	1,131	1,035	1,089	1,008	96	42	123
Rom. Cath. Schools	1,722	141	1,863	1,792	1,758	1,703	71	105	160	1,027	290	1,317	1,261	1,198	890	56	119	427
Total - -	27,822	1,568	29,390	28,293	27,941	26,214	1,097	1,449	3,176	20,864	5,349	26,213	25,441	25,614	22,988	772	599	3,225
Total Day Schools Great Britain -	225,555	19,342	244,897	216,121	227,907	207,503	28,776	16,990	37,394	155,659	45,824	201,483	180,427	194,376	156,958	21,056	7,107	44,525
England and Wales.																		
Evening Schools.																		
Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other	—	13,929	13,929	11,687	11,383	12,545	2,242	2,546	1,384	—	11,749	11,749	10,932	10,887	8,894	817	862	2,855
Schs. *not* connected with Ch. of E.	—	2,629	2,629	2,279	2,248	2,458	350	381	171	—	2,332	2,332	2,189	2,168	1,910	143	164	422
Rom. Cath. Schools	—	3,596	3,596	3,123	2,945	3,334	473	651	262	—	2,497	2,497	2,311	2,337	1,820	186	160	677
Total - -	—	20,154	20,154	17,089	16,576	18,337	3,065	3,578	1,817	—	16,578	16,578	15,432	15,392	12,624	1,146	1,186	3,954
Scotland.																		
Schools connected with *Ch. of Scot.*	—	213	213	202	163	209	11	50	4	—	196	196	189	188	181	7	8	15
Free Ch. Schools -	—	39	39	36	35	39	3	4	—	—	42	42	41	42	40	1	—	2
Episcopal Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Rom. Cath. Schools	—	86	86	80	80	82	6	6	4	—	79	79	76	64	69	3	15	10
Total - -	—	338	338	318	278	330	20	60	8	—	317	317	306	294	290	11	23	27
Total Even. Schools, Great Britain -	—	20,492	20,492	17,407	16,854	18,667	3,085	3,638	1,825	—	16,895	16,895	15,738	15,686	12,914	1,157	1,209	3,981

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1868 to 31 August 1869—*continued.*

Examination and Results of Examination—*continued.*

	Denominations.	Standard III.								Standard IV.							
		No. of Children presented for Examination.			Number of those Children					No. of Children presented for Examination.			Number of those Children				
					Who passed in			Who failed to pass in					Who passed in			Who failed to pass in	
		Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
England and Wales.	Day Schools.																	
	Schs. connected with *N.S.*, or *Ch. of E. B., W.*, and other Schs. *not* connected with Ch. of E.	53,467	42,501	95,968	88,371	78,375	75,319	7,597	17,593	20,649	17,791	47,663	65,454	60,571	48,324	43,807	4,883	17,130	21,647
	Rom. Cath. Schools	14,072	15,191	29,263	27,326	25,163	23,403	1,937	4,100	5,860	4,417	16,524	20,941	19,565	16,584	13,652	1,376	4,357	7,289
		3,902	2,868	6,770	6,495	6,228	5,404	275	542	1,366	1,251	2,902	4,153	4,004	3,222	3,037	149	931	1,116
	Total - - -	71,441	60,560	132,001	122,192	109,766	104,126	9,809	22,235	27,875	23,459	67,089	90,548	84,140	68,130	60,496	6,408	22,418	30,052
Scotland.	Schools connected with *Ch. of Scot.*	6,660	6,049	12,709	12,449	11,203	11,123	260	1,506	1,586	1,977	6,924	8,906	8,735	7,069	7,117	171	1,837	1,789
	Free Ch. Schools -	3,463	3,107	6,570	6,481	6,155	6,032	89	415	538	1,051	3,590	4,641	4,612	3,812	4,104	29	829	537
	Episcopal Schools -	519	370	889	821	822	800	68	67	89	159	398	557	514	455	489	43	102	68
	Rom. Cath. Schools	542	431	973	952	865	755	21	108	218	159	396	555	551	399	336	4	156	219
	Total - - -	11,184	9,957	21,141	20,703	19,045	18,710	438	2,096	2,431	3,346	11,313	14,659	14,412	11,735	12,046	247	2,924	2,613
	Total Day Schools, Great Britain -	82,625	70,517	153,142	142,895	128,811	122,836	10,247	24,331	30,306	26,805	78,402	105,207	98,552	79,865	72,542	6,655	25,342	32,665
England and Wales.	Evening Schools.																		
	Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other Schs. *not* connected with Ch. of E.	—	7,768	7,768	7,491	5,967	6,060	277	1,801	1,708	—	6,318	6,318	6,182	5,121	4,730	136	1,197	1,588
	Rom. Cath. Schools	—	1,810	1,810	1,741	1,439	1,439	69	371	371	—	1,518	1,518	1,478	1,267	1,140	40	251	378
		—	2,023	2,023	1,948	1,692	1,373	75	331	650	—	1,179	1,179	1,155	957	836	24	222	343
	Total - - -	—	11,601	11,601	11,180	9,098	8,872	421	2,503	2,729	—	9,015	9,015	8,815	7,345	6,706	200	1,670	2,309
Scotland.	Schools connected with *Ch. of Scot.*	—	184	184	177	147	152	7	37	32	—	103	103	98	77	76	5	26	27
	Free Ch. Schools -	—	83	83	76	76	75	7	7	8	—	45	45	45	37	45	—	8	—
	Episcopal Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Rom. Cath. Schools	—	103	103	101	86	77	2	17	26	—	20	20	20	19	16	—	1	4
	Total - - -	—	370	370	354	309	304	16	61	66	—	168	168	163	133	137	5	35	31
	Total Even. Schools, Great Britain -	—	11,971	11,971	11,534	9,407	9,176	437	2,564	2,795	—	9,183	9,183	8,978	7,478	6,843	205	1,705	2,340

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1868 to 31 August 1869—*continued*.

Examination and Results of Examination—*continued*.

	Denominations.	Standard V.									Standard VI.								
		No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
					Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
		Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
	Day Schools.																		
England and Wales.	Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other	1,865	37,143	39,008	36,181	30,988	27,804	2,827	8,020	11,204	121	21,692	21,813	20,244	18,059	14,810	1,569	3,754	7,003
England and Wales.	Schs. *not* connected with Ch. of E.	534	11,398	11,932	11,201	10,068	7,974	731	1,864	3,958	34	6,866	6,900	6,489	5,949	4,747	411	951	2,153
England and Wales.	*Rom. Cath.* Schools	139	2,138	2,277	2,228	1,893	1,857	49	384	420	10	1,174	1,184	1,110	980	862	74	204	322
	Total - -	2,538	50,679	53,217	49,610	42,949	37,635	3,607	10,268	15,582	165	29,732	29,897	27,843	24,988	20,419	2,054	4,909	9,478
Scotland.	Schools connected with *Ch. of Scot.*	297	5,780	6,077	5,987	5,306	4,988	90	771	1,089	19	3,716	3,735	3,679	3,301	2,925	56	434	810
Scotland.	*Free Ch.* Schools -	130	3,171	3,301	3,281	2,853	3,062	20	448	239	10	2,181	2,191	2,184	1,961	1,958	7	230	233
Scotland.	*Episcopal* Schools	25	289	314	301	272	279	13	42	35	3	221	224	218	209	190	6	15	34
Scotland.	*Rom. Cath.* Schools	20	244	264	260	207	178	4	57	86	1	115	116	116	108	64	—	8	52
	Total - -	472	9,484	9,956	9,829	8,638	8,507	127	1,318	1,449	33	6,233	6,266	6,197	5,579	5,137	69	687	1,129
	Total Day Schools, Great Britain -	3,010	60,163	63,173	59,439	51,587	46,142	3,734	11,586	17,031	198	35,965	36,163	34,040	30,567	25,556	2,123	5,596	10,607
	Evening Schools.																		
England and Wales.	Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other	—	1,957	1,957	1,925	1,595	1,422	32	362	535	—	2,343	2,343	2,296	2,038	1,900	47	305	443
England and Wales.	Schs. *not* connected with Ch. of E.	—	469	469	456	416	353	13	53	116	—	518	518	513	469	398	5	49	120
England and Wales.	*Rom. Cath.* Schools	—	284	284	276	239	203	8	45	81	—	255	255	245	217	194	10	38	61
	Total - -	—	2,710	2,710	2,657	2,250	1,978	53	460	732	—	3,116	3,116	3,054	2,724	2,492	62	392	624
Scotland.	Schools connected with *Ch. of Scot.*	—	30	30	24	21	24	6	9	6	—	52	52	50	44	40	2	8	12
Scotland.	*Free Ch.* Schools -	—	19	19	19	17	17	—	2	2	—	28	28	28	23	27	—	—	1
Scotland.	*Episcopal* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Scotland.	*Rom. Cath.* Schools	—	3	3	3	3	3	—	—	—	—	4	4	4	4	—	—	—	4
	Total -	—	52	52	46	41	44	6	11	8	—	84	84	82	76	67	2	8	17
	Total Even. Schools, Great Britain -	—	2,762	2,762	2,703	2,291	2,022	59	471	740	—	3,200	3,200	3,136	2,800	2,559	64	400	641

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1868 to 31 August 1869—*continued*.

Examination and Results of Examination—*continued*.

	Denominations.	Total. (Standards I. to VI. inclusive.) Number of Children presented for Examination. Under 10 Years of Age.	Over 10 Years of Age.	Total.	Number of those Children who passed in Reading.	Writing.	Arithmetic.	who failed to pass in Reading.	Writing.	Arithmetic.	Passes. On Individual Examination under Article 40 *b* & *c*.	Without Individual Examination. Under Article 40 *b* (1)*.	Under Article 40 *b* (2). Present.	Absent.*	Total.	Under Article 47 *b*.
England and Wales.	Day Schools.															
	Schools connected with *Nat. Society*, or *Ch. of England*	317,211	188,920	506,131	452,538	442,301	387,617	53,593	63,830	118,514	1,282,456	1,100	164,209	389	164,598	321
	Brit., Wes., and other Schools *not* connected with Ch. of E.	86,995	64,472	151,467	137,682	136,208	117,640	13,785	15,259	33,827	391,530	126	39,728	56	39,784	152
	Roman Catholic Schools -	25,925	12,917	38,842	36,379	36,052	32,678	2,463	2,790	6,164	105,109	11	16,033	4	16,037	20
	Total - -	430,131	266,309	696,440	626,599	614,561	537,935	69,841	81,879	158,505	1,779,095	1,237	219,970	449	220,419	493
Scotland.	Schools connected with *C. of S.*	38,488	26,821	65,309	63,596	59,288	56,097	1,713	6,021	9,212	178,981	—	7,831	—	7,831	—
	Free Church Schools - -	18,850	13,989	32,839	32,333	30,665	29,667	506	2,174	3,172	92,665	—	4,012	—	4,012	—
	Episcopal Schools - -	2,912	1,477	4,389	4,014	4,064	3,912	375	325	477	11,990	—	1,204	—	1,204	—
	Roman Catholic Schools -	3,471	1,617	5,088	4,932	4,535	3,926	156	553	1,162	13,393	—	1,053	—	1,053	—
	Total - -	63,721	43,904	107,625	104,875	98,552	93,602	2,750	9,073	14,023	297,029	—	14,100	—	14,100	—
	Total Day Schools, Great Britain -	493,852	310,213	804,065†	731,474	713,113	631,537	72,591	90,952	172,528	2,076,124	1,237	234,070	449	234,519	493
England and Wales.	Evening Schools.															
	Schools connected with *Nat. Society*, or *Ch. of England*	—	44,064	44,064	40,513	36,991	35,551	3,551	7,073	8,513	113,055	—	—	—	—	—
	Brit., Wes., and other Schools *not* connected with Ch. of E.	—	9,276	9,276	8,656	8,007	7,698	620	1,269	1,578	24,361	—	—	—	—	—
	Roman Catholic Schools -	—	9,834	9,834	9,058	8,387	7,760	776	1,447	2,074	25,205	—	—	—	—	—
	Total - -	—	63,174	63,174	58,227	53,385	51,009	4,947	9,789	12,165	162,621	—	—	—	—	—
Scotland.	Schools connected with *C. of S.*	—	778	778	740	640	682	38	138	96	2,062	—	—	—	—	—
	Free Church Schools - -	—	256	256	245	235	243	11	21	13	723	—	—	—	—	—
	Episcopal Schools - -	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Roman Catholic Schools -	—	295	295	284	256	247	11	39	48	787	—	—	—	—	—
	Total - -	—	1,329	1,329	1,269	1,131	1,172	60	198	157	3,572	—	—	—	—	—
	Total Evening Schools, Great Britain -	—	64,503	64,503	59,496	54,516	52,181	5,007	9,987	12,322	166,193	—	—	—	—	—

* Passes allowed on children absent on account of epidemic; 512 in day schools under Article 40 *b* (1), and 449 under Article 40 *b* (2).

† 928 children, *not* included here, were also examined; but having been presented in the same or lower Standards than those in which they had been previously examined, in violation of Article 46[1], were struck off the official returns.

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1868 to 31 August 1869—*continued.*

Results of Examination—*continued.*

Denominations.	Number of Examination Passes deducted *not* fulfilling									Number of Non-examination Passes deducted— Under Article 40 *b* (2), *not* fulfilling								Under Article 40 *a*, *not* fulfilling								
	Article 4.	Article 51 *a*.	Article 51 *b*.	Article 51 *c*.	Article 51 *d*.	Article 51 *f*.	Article 52 *d*.	Article 143.	Total.	Article 4.	Article 40 *b* (2).	Article 51 *a*.	Article 51 *b*.	Article 51 *d*.	Article 51 *f*.	Article 52 *d*.	Total.	Article 4.	Article 40 *a*.	Article 51 *a*.	Article 51 *b*.	Article 51 *c*.	Article 51 *d*.	Article 51 *f*.	Article 52 *d*.	Total.
Day Schools.																										
England & Wales. Schools connected with *National Society*, or *Ch. of England* -	9,853	862	2,566	80	1,275	80	15,687	—	30,403	389	381	262	741	60	3	565	2,401	6,298	1,933	865	3,179	44	620	20	8,699	21,658
England & Wales. *British, Wesleyan*, and other Schs. *not* connected with Ch. of Eng.	6,265	44	1,014	—	—	—	3,561	—	10,884	200	262	19	242	—	—	121	844	3,235	196	31	1,318	—	—	—	2,438	7,218
England & Wales. *Roman Catholic* Schools - -	152	144	445	—	862	—	—	—	1,603	6	25	5	57	150	—	—	243	105	499	66	524	—	654	—	—	1,848
Total - -	16,270	1,050	4,025	80	2,137	80	19,248	—	42,890	595	668	286	1,040	210	3	686	3,488	9,638	2,628	962	5,021	44	1,274	20	11,137	30,724
Evening Schools.																										
England & Wales. Schools connected with *National Society*, or *Ch. of England* -	56	—	368	—	99	—	68	228	819	—	—	—	—	—	—	—	—	19	264	—	175	—	48	—	57	563
England & Wales. *British, Wesleyan*, and other Schs. *not* connected with Ch. of Eng.	26	—	—	—	99	—	—	—	125	—	—	—	—	—	—	—	—	5	5	—	—	—	81	—	—	91
England & Wales. *Roman Catholic* Schools - -	—	—	—	—	415	—	—	—	415	—	—	—	—	—	—	—	—	—	7	—	—	—	52	—	—	59
Total - -	82	—	368	—	613	—	68	228	1,359	—	—	—	—	—	—	—	—	24	276	—	175	—	181	—	57	713

(No. 8.)—STATISTICS of INSPECTION under REVISED CODE, from 1 September 1868 to 31 August 1869—*continued.*

Results of Examination—*continued.*

	Denominations.	Per-centage of the number examined in each Standard (confined to Children *above* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the number examined in each Standard (confined to Children *under* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the whole number of Children examined, who *failed to pass* in			Per-centage of the whole number of Children examined, who *passed* in			Per-centage of the number of Children examined in each Standard, who passed *completely* under Standards						
		I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	I.	II.	III.	IV.	V.	VI.	Total.
England and Wales.	DAY SCHOOLS.																									
	Schs. connected with *N. S.*, or *Ch. of E.* - *B.*, *W.*, and other Schs. *not* connected with Ch. of England	23·08	28·84	34·24	45·52	40·24	40·91	28·23	32·04	33·74	45·64	37·05	46·28	10·59	12·61	23·42	89·41	87·39	76·58	72·09	68·66	66·03	54·45	59·9	59·01	66·29
		20·54	26·8	29·12	43·39	40·7	38·53	23·38	29·79	29.27	46·16	37·26	41·17	9·11	10·08	22·31	90·89	89·92	77·69	76·89	71·02	70·77	56·02	59·45	61·45	69·29
	Roman Cath. Schools	13·94	24·83	25·76	39·25	28·95	36·62	14·46	24·79	24·8	38·6	23.02	50·	6·34	7·19	15·87	93·66	92·81	84·13	85·59	75·19	74·78	60·87	71·41	63·26	76·87
	Total - -	21·68	28·34	32·57	44·72	39·87	40·22	26·38	31·17	32·37	45·36	36·32	45·45	10·03	11·76	22·76	89·97	88·24	77·24	74·03	69·53	67·53	55·1	60·3	59·74	67·54
Scotland.	Schools connected with *Ch. of Scotland*	11·44	11·65	21·77	32·93	26·87	23·01	17·48	15·49	20·82	33·03	21·88	10·52	2·63	9·22	14·1	97·37	90·78	85·9	82·85	85·32	78·72	67·04	73·37	72·09	79·
	Free Church Schools	8·12	11·77	14·93	24·62	18·79	18·47	12·84	12·11	13·08	26·83	19·23	10·	1·54	6·62	9·66	98·46	93·38	90·34	87·36	87·95	86·04	74·87	81·18	81·56	84·47
	Episcopal Schools -	22·5	23·27	20·27	30·4	24·22	19·	20·82	19·95	23·12	30·18	16·	33·33	8·55	7·41	10·87	91·45	92·59	89·13	79·12	79·57	78·06	69·65	76·43	80·8	77·71
	Roman Cath. Schools	11·34	33·44	23·89	53·28	39·75	48·69	12·95	35·44	28·22	39·62	45·	—	3·07	10·87	22·84	96·93	89·13	77·16	87·17	65·	73·7	50·63	59·84	51·72	72·62
	Total - -	10·9	13·21	19·67	30·91	24·42	24·73	16·01	15·67	18·9	31·26	21·82	12·12	2·55	8·43	13·03	97·45	91·57	86·97	84·25	84·82	80·73	69·	75·7	75·32	80·31
	Total Day Schools, Great Britain -	20·82	26·36	30·75	42·73	37·43	37·54	25·1	29·09	30·55	43·6	34·05	39·9	9·03	11·32	21·45	90·97	88·68	78·55	75·23	71·52	69·35	57·04	62·72	62·44	69·25

Results of Examination—*continued.*

	Denominations.	Per-centage of the number examined in each Standard (confined to Children *above* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the number examined in each Standard (confined to Children *under* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the whole number of Children examined, who *failed to pass* in			Per-centage of the whole number of Children examined, who *passed* in			Per-centage of the number of Children examined in each Standard, who passed *completely* under Standards						
		I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	I.	II.	III.	IV.	V.	VI.	Total.
England and Wales.	Evening Schools.																									
	Schs. connected with *N. S.*, or *Ch. of E.* - *B.*, *W.*, and other Schs. not connected with Ch. of England	31·06	30·16	35·99	34·08	37·35	29·4	—	—	—	—	—	—	8·06	16·05	19·32	91·94	83·95	80·68	68·94	69·84	64·01	65·92	62·65	73·6	67·84
		24·99	24·57	33·26	32·55	30·49	28·19	—	—	—	—	—	—	6·69	13·68	17·01	93·31	86·32	82·99	75·01	75·43	66·74	67·45	69·51	71·81	71·81
	Roman Cath. Schools	27·14	33·24	40·39	39·01	38·03	33·34	—	—	—	—	—	—	7·89	14·72	21·09	92·11	85·28	78·91	72·86	66·76	59·61	60·99	61·97	66·66	66·67
	Total - -	29·68	29·41	36·34	34·47	36·24	27·28	—	—	—	—	—	—	7·83	15·5	19·26	92·17	84·5	80·74	70·32	70·59	63·66	65·53	63·76	72·72	69·83
Scotland.	Schools connected with *Ch. of Scotland*	28·71	11·2	28·81	36·89	43·34	30·77	—	—	—	—	—	—	4·89	17·74	12·34	95·11	82·26	87·66	71·29	88·8	71·19	63·11	56·66	69·23	74·04
	Free Church Schools	17·95	7·14	22·89	17·78	15·79	3·58	—	—	—	—	—	—	4·3	8·2	5·08	95·7	91·8	94·92	82·05	92·86	77·11	82·22	84·21	96·42	83·98
	Episcopal Schools -	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Roman Cath. Schools	13·96	27·85	29·12	25·	—	100·	—	—	—	—	—	—	3·73	13·22	16·27	96·27	86·78	83·73	86·04	72·15	70·88	75·	100·	—	75·25
	Total - -	23·37	14·83	27·57	30·36	30·77	25·	—	—	—	—	—	—	4·52	14·9	11·81	95·48	85·1	88·19	76·63	85·17	72·43	69·64	69·23	75·	76·23
	Total Even. Schools, Great Britain -	29·47	29·56	36·	34·38	36·5	27·21	—	—	—	—	—	—	7·77	15·48	19·1	92·23	84·52	80·9	70·53	70·44	64·	65·62	63·5	72·79	68·41

(No. 9.)

STATISTICS of INSPECTION under REVISED CODE, from 1 September 1868 to 31 August 1869—*continued.*

GRANTS.*

DENOMINATIONS.	Day Schools, Articles 40 (*a.*), (*b.*), 47, 54, and 90¹. †												Evening Schools, Article 40 (*a.*), (*c.*)†								
	Amount of Grants awarded on												Amount of Grants awarded on								
	Examination.‡			Attendance.						Half Time, Article 47 (*b.*)			Total.			Examination.			Average Attendance.			Total.		
				Average.			Infants under 6.																	
ENGLAND & WALES.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Schools connected with *N. S.* or *Ch. of E.* -	181,601	2	0	151,293	10	1	52,194	16	4	127	8	0	385,216	16	5	9,292	1	5	5,606	7	10	14,898	9	3
B., W., and other S. *not* connected with C. of E.	54,912	10	1	40,940	4	0	12,387	7	2	59	4	0	108,299	5	3	1,988	12	3	1,176	11	7	3,165	3	10
Roman Catholic Schs.	14,349	17	4	11,830	18	8	5,090	10	0	8	0	0	31,279	6	0	2,065	16	8	1,124	15	0	3,190	11	8
Total - £	250,863	9	5	204,064	12	9	69,672	13	6	194	12	0	524,795	7	8	13,346	10	4	7,907	14	5	21,254	4	9

* Grants to elementary schools under Revised Code are *confined* to *England* and *Wales*. Grants to elementary schools in *Scotland* will continue to be awarded under Code of 1860 until 30 June 1871; but the schools will in the meantime be inspected, and the children examined according to the forms and instructions of the Revised Code. (*Minute*, 13 *July* 1869.)

† Article 40. The managers of schools may claim at the end of each year, defined by Article 17:—

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at the *morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at the *evening meetings* of their school.

(*b.*) For every scholar who has attended more than 200 morning or evening meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Articles 46 and 48).
2. If under six years of age 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Articles 46 and 48).

Article 47. Under any Half Time Act 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40 *b.*:—

(*a.*) Upon examination.

(*b.*) Without examination, after they have satisfied the inspector according to the highest Standard (Article 48), but continue to attend school under the Act.

For Articles 54 and 90¹, *see* Table No. 11.

‡ *See* Note (*) in Table No. 11.

Statistics of Inspection under Revised Code from 1 September 1868 to 31 August 1869—*continued.*

Table showing the effect of Articles 51–53[1] on Grants to 7,845 Schools (*Institutions*), with an average Attendance of 1,127,209 Children; 1,062,999 in Day Schools, and 64,210 in Night Schools.

Denominations.	Amount of Grants allowable under Articles 40–47, 54 and 90[1].	Amount of Reduction of Grants as per First Column.*						Total Amount of Reduction.	Net Amount of Grants paid.
		Under Article 51*b*.	Under Article 52*a*.	Under Article 52*b*.	Under Article 52*c*. (1).	Under Article 52*c*. (2).	Under Article 52*d*.		
	(3.)								
England and Wales. Day Schools:	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Schools connected with *National Society* or *Church of England*	385,216 16 5	681 1 4	1,956 18 9	2,214 11 11	2,252 10 7	45 9 6	4,324 18 10	11,475 10 11	373,741 5 6
British, Wesleyan, and other schools *not* connected with Ch. of England	108,299 5 3	225 10 11	500 14 9	718 15 0	408 1 6	24 12 11	296 6 1	2,174 1 2	106,125 4 1
Roman Catholic Schools	31,279 6 0	44 8 9	181 5 0	277 10 0	1,038 2 7	3 14 6	99 15 4	1,644 16 2	29,634 9 10
Total Day Schools - £	524,795 7 8	951 1 0	2,638 18 6	3,210 16 11	3,698 14 8	73 16 11	4,721 0 3	15,294 8 3	509,500 19 5
Evening Schools:									
Schools' connected with *National Society* or *Church of England*	14,898 9 3	4 12 0	7 4 8	- - -	93 13 10	- - -	49 12 5	155 2 11	14,743 6 4
British, Wesleyan, and other Schools *not* connected with Ch. of England	3,165 3 10	- - -	2 10 6	- - -	12 8 11	- - -	0 17 2	15 16 7	3,149 7 3
Roman Catholic Schools	3,190 11 8	- - -	- - -	- - -	60 2 1	- - -	1 8 4	61 10 5	3,129 1 3
Total Evening Schools - £	21,254 4 9	4 12 0	9 15 2	- - -	166 4 10	- - -	51 17 11	232 9 11	21,021 14 10

* The grant is reduced,—

Article 51*b*. By the amount due for the portion of the year defined by Article 17, during which the principal teacher was not duly certificated (Article 67).

Article 52*a*. By not less than one-tenth or more than one-half in the whole, upon the inspector's report, for faults of instruction† or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

Article 52*b*. By sums of 10*l*. for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively. The forfeiture is reduced from 10*l*. to 5*l*. if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Article 52*c*. By its excess above,—

(1.) The amount of school fees and subscriptions; or,

(2.) The rate of 15*s*. per scholar according to the average number in attendance } in the year defined by Article 17.

Article 52*d*. By the amount of any annual endowment (Article 93[3].)

† In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

(No. 11.) - - - - -

TABLE showing the OPERATION of ARTICLES 46 (*b*), 54, and 90[1], which embody

Year ending

DENOMINATIONS.	Number of Schools (under separate Teachers) examined.			Average Number of Children in Attendance in those Schools.			Number of Schools under separate Teachers which have received additional Grants under Articles 46 (*b*), 54, or 90[1]	
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Total.	Under Six Years of Age.	Over Six Years of Age.	Total.	With an average Attendance of less than 65 Scholars per School, the Number of Scholars *over* Six Years of Age attending all such Schools together being 42,266.	With an average Attendance of 65 or more Scholars per School, the Number of Scholars *over* Six Years of Age attending all such Schools together being 288,370.
1.	2.	3.	4.	5.	6.	7.	8.	9.
ENGLAND AND WALES.								
Schools connected with *National Society* or *Church of England*	4,528	2,942	7,470	92,259	545,501	637,760	804	1,920
British, Wesleyan, and other Schools *not* connected with *Church of England* - -	1,200	445	1,645	24,440	157,373	181,813	125	632
Roman Catholic Schools - -	148	271	419	5,639	38,765	44,404	26	50
Total - -	5,876	3,658	9,534	122,338	741,639	863,977	955	2,602

EXTRACT from the

ARTICLE 46.—Every scholar for whom the grants dependent upon examination are claimed (Article 40, (*b*) 1) must—

(*b*.) After having been presented for examination in Standard VI., satisfy the inspector in some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.

ARTICLE 54.—The grant is increased at the rate of 1*s*. 4*d*. per examination, satisfying the inspector (*pass*) in reading, writing, or arithmetic (Article 48), up to any number of such examinations, not exceeding 120, on the following conditions, viz.:—

(*a*.) The number of teachers must have allowed throughout the past year (Article 17) at least one certificated or one assistant teacher, fulfilling respectively the conditions of Articles 67 and 91–3, for every 80 scholars, or one pupil-teacher fulfilling the conditions of Articles 81–9 for every 40 scholars, after the first 25 of the average number of scholars in attendance.

(*b*.) The number of passes in reading, writing, and arithmetic must—

1. Exceed 200 per cent. of the annual average number of scholars in attendance who are over six years of age. In schools where the calculation of average attendance is made indiscriminately upon scholars above and scholars under six years of age, the school registers of age are to determine in what ratio the average number in attendance is to be divided.
2. Fall under Standards IV.–VI. to the extent of at least one-fifth part of the whole number of passes.

(No. 11.)

Paragraphs I., II., and III. of the MINUTE of 20 February 1867; for the 31 August 1869.

Amount granted under					Number of Schools under separate Teachers in which the additional Grant was lost by the Operation of—					Number of Schools wherein Examination in an extra Subject (Article 54 *c*.) was accepted, and—		
Article 46 (*b*.)	Article 54.	Article 90[1] (1.)	Article 90[1] (2.)	Total.*	Article 54 (*a*.)	Article 54 (*b*.) 1.	Article 54 (*b*.) 2.	Article 54 (*c*.)	Total.†	Passed successfully, the average Number of Scholars *over* Six Years of Age attending such Schools being 279,217.	Not passed successfully, the average Number of Scholars *over* Six Years of Age attending such Schools being 95,639.	Total; the average Number of Scholars *over* Six Years of Age attending such Schools being 374,856.
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.								
1,765 14 0	12,351 17 3	1,066 5 0	591 0 0	15,774 16 3	1,500	2,764	2,512	5,095	5,808	2,375	903	3,278
605 6 0	3,499 10 8	532 5 0	319 0 0	4,956 1 8	414	499	521	987	1,195	658	213	871
45 4 8	411 14 3	42 10 0	23 0 0	522 8 11	118	85	203	351	362	68	14	82
2,416 4 8	16,263 2 2	1,641 0 0	933 0 0	21,253 6 10	2,032	3,348	3,236	6,433	7,365	3,101	1,130	4,231

REVISED CODE of 1869.

(*c*.) The time tables of the school in use throughout the past year (Article 17) must have provided for one or more specific subjects of secular instruction beyond Article 48. The inspector must name the specific subject or subjects in his report, and must state that at least one-fifth part of the average number of scholars over six years of age have passed a satisfactory examination therein.

ARTICLE 90[1].—The managers of schools wherein it appears from the inspector's last report that the number of teachers throughout the year (Article 17) has been sufficient to satisfy Article 54 (*a*) may claim grants—

1. At the rate of 10*l*. for every male pupil-teacher admitted (Articles 105-110) into a normal school from candidates placed by examination in the first class, and 5*l*. for every male pupil-teacher so admitted from candidates placed in the second class; also—
2. For every male pupil-teacher who, having been admitted (Articles 105-110) into a normal school, is at the end of his first year's residence placed in the first or second division (Articles 119, 121, 102[3]), viz., 8*l*. for every such pupil-teacher placed in the first division, and 5*l*. for every such pupil-teacher in the second division of students.

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* Included in the column "Examination" in Table No. 9.

† In comparing this total with the sum of the figures under columns 15, 16, 17, and 18, it must be borne in mind that in many instances the same school may have failed to satisfy *two* or *more* of the conditions of Article 54.

NOTE.—The difference between the numbers under column 4 and the sum of the numbers under columns 8, 9, and 19 is made up of schools which received grants under Articles 46 (*b*) and 90[1], but failed to satisfy one or more of the conditions of Article 54.

(No. 12.)

DAY SCHOOLS examined, under ARTICLE 48, for *Simple Inspection only.*

	DENOMINATIONS.	Number of Schools (Institutions).	Number of Children in Average Attendance in those Schools.				STANDARD I.									STANDARD II.									STANDARD III.								
							Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
										Who passed in			Who failed to pass in						Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
			Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
England & Wales.	DAY SCHOOLS.																															
	Schs. connected with *Nat. Soc.*, or *Ch. of England Brit., Wes.*, and other Schools *not* connected with Ch. of England	344	5,895	4,279	530	10,204	3,145	143	3,288	2548	308	1774	740	980	1514	2,279	627	2,906	2404	2572	1307	502	334	1599	1205	1059	2264	1991	1615	1195	273	649	1069
		45	1,887	602	368	2,857	680	96	776	650	634	557	126	142	219	410	217	627	555	602	381	72	25	246	202	323	525	456	414	338	69	111	187
	Roman Catholic Schools	3	37	83	—	120	38	4	42	33	35	31	9	7	11	31	14	45	42	42	21	3	3	24	7	16	23	23	23	23	—	—	—
	Total	392	7,819	4,964	898	13,181	3,863	243	4,106	3231	2977	2362	875	1129	1744	2,720	858	3,578	3001	3216	1709	577	362	1869	1414	1398	2812	2470	2052	1556	342	760	1256
Scotland.	Schools connected with *Church of Scotland*	30	1,792	153	312	2,257	350	31	381	365	336	328	16	45	53	271	110	381	378	367	332	3	14	49	176	205	381	378	356	316	3	25	65
	Free Church Schools	5	188	107	—	295	36	1	37	35	35	30	2	2	7	30	13	43	40	41	30	3	2	13	21	13	34	32	34	26	2	—	8
	Episcopal Schools	5	90	156	—	246	55	2	57	51	52	45	6	5	12	26	10	36	34	25	30	2	11	6	17	16	33	31	30	28	2	3	5
	Roman Catholic Schools	1	—	76	—	76	28	1	29	29	29	27	—	—	2	8	4	12	12	12	1	—	—	11	9	—	9	9	9	5	—	—	4
	Total	41	2,070	492	312	2,874	469	35	504	480	452	430	24	52	74	335	137	472	464	445	393	8	27	79	223	234	457	450	429	375	7	28	82
	Total, Great Britain	433	9,889	5,456	1210	16055*	4,332	278	4,610	3711	3429	2792	899	1181	1818	3,055	995	4,050	3465	3661	2102	585	389	1948	1637	1632	3269	2920	2481	1931	349	788	1388

Of the 433 Schools examined under Article 48, no returns have been made for 140 of them, viz.: Church of England, 118; British and Wesleyan, 15; Roman Catholic, England and Wales, 1; Church of Scotland, 5; and Episcopal Church of Scotland, 1.

No. 12.—Day Schools examined, under Article 48, for *Simple Inspection only*—continued.

Denominations.	Standard IV.									Standard V.								
	Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England & Wales. Schools connected with *National Society* or *Church of England*—*British*, *Wesleyan*, and other Schools *not* connected with Church of England	278	1,083	1,361	1,238	1,016	752	123	345	609	38	352	390	359	310	221	31	80	169
England & Wales. *Roman Catholic* Schools	43	290	333	303	254	178	30	79	155	2	121	123	113	103	85	10	20	38
England & Wales. Total	3	15	18	18	14	16	—	4	2	—	—	—	—	—	—	—	—	—
	324	1,388	1,712	1,559	1,284	946	153	428	766	40	473	513	472	413	306	41	100	207
Scotland. Schools connected with *Church of Scotland*	51	188	239	237	197	160	2	42	79	7	129	136	136	133	105	—	3	31
Scotland. *Free Church* Schools	8	29	37	37	22	29	—	15	8	1	11	12	12	12	11	—	—	1
Scotland. *Episcopal* Schools	4	17	21	20	16	18	1	5	3	—	—	—	—	—	—	—	—	—
Scotland. *Roman Catholic* Schools	3	3	6	6	4	5	—	2	1	—	5	5	5	5	4	—	—	1
Scotland. Total	66	237	303	300	239	212	3	64	91	8	145	153	153	150	120	—	3	33
Total, Great Britain	390	1,625	2,015	1,859	1,523	1,158	156	492	857	48	618	666	625	563	426	41	103	240

	Standard VI.									Total. (Standards I. to VI. inclusive.)								
England & Wales. Schools connected with *National Society* or *Church of England*—*British*, *Wesleyan*, and other Schools *not* connected with Church of England	10	198	208	196	169	152	12	39	56	6,955	3,462	10,417	8,736	7,990	5,401	1,681	2,427	5,016
England & Wales. *Roman Catholic* Schools	—	46	46	43	43	32	3	3	14	1,337	1,093	2,430	2,120	2,050	1,571	310	380	859
England & Wales. Total	—	1	1	1	1	1	—	—	—	79	50	129	117	115	92	12	14	37
	10	245	255	240	213	185	15	42	70	8,371	4,605	12,976	10,973	10,155	7,064	2,003	2,821	5,912
Scotland. Schools connected with *Church of Scotland*	6	67	73	73	67	47	—	6	26	861	730	1,591	1,567	1,456	1,286	24	135	303
Scotland. *Free Church* Schools	—	—	—	—	—	—	—	—	—	96	67	163	156	144	126	7	19	37
Scotland. *Episcopal* Schools	—	—	—	—	—	—	—	—	—	102	45	147	136	123	121	11	24	26
Scotland. *Roman Catholic* Schools	—	—	—	—	—	—	—	—	—	48	13	61	61	59	42	—	2	19
Scotland. Total	6	67	73	73	67	47	—	6	26	1,107	855	1,962	1,920	1,782	1,577	42	180	385
Total, Great Britain	16	312	328	313	280	232	15	48	96	9,478	5,460	14,938	12,893	11,937	8,641	2,045	3,001	6,297

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. H. G. ALINGTON, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* SUFFOLK.

MY LORDS,

I HAVE the honour to present my general report on the schools which I have inspected in the county of Suffolk during the year ended 31st August 1869.

Statistics.

The following statistics will show,—

1. The number of schools actually visited.
2. The number of children in them, examined, and in average attendance.
3. The number of children on the registers of these schools, their ages, and the period of their stay at school.
4. The cost of their education and the sources from which the necessary increase is derived.

Number of schools visited.

1.

Schools visited on account of	Total Number of Schools.	Departments.				Total Number of Departments.
		Boys.	Girls.	Infants.	Mixed.	
Annual Grants - -	117	22	20	11	90	143
Simple Inspection - -	41	3	3	1	37	44

Number of children examined and in average attendance.

2.—TOTAL NUMBER of CHILDREN.

In Schools visited on account of	Present at Examination.		In average Attendance.	
	Boys.	Girls.	Boys.	Girls.
Annual Grants - -	7,621	6,877	6,577	5,659
Simple Inspection - -	931	1,023	376	416

The number of children on school registers, their ages, and period of stay at school.

3.—TOTAL NUMBER of CHILDREN on the SCHOOL REGISTERS.

1.—*Aged.*

Schools visited on account of	Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.
Annual Grants -	1,153	1,444	1,784	2,108	2,182	2,069	2,001	1,644	1,277	856	399	195
Simple Inspection -	26	85	160	146	159	160	126	116	88	50	28	15

2.—*Who have been at School.*

Schools visited on account of	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants -	5,554	3,744	2,845	1,990	1,299	1,474
Simple Inspection -	269	223	134	115	113	96

Average cost per head of children in average attendance and sources of income in annual grant schools,

4. The average cost of the education of each scholar in attendance in the annual grant schools inspected is 1*l.* 3*s.* 7½*d.*, and in the simple inspection schools 1*l.* 3*s.* 5½*d.*

The annual income of the above annual grant schools, and of the night schools connected with them, is 15,334*l.* 10*s.* 11*d.*

Of this sum, 837*l.* 0*s.* 10*d.* is derived from endowments, 4,776*l.* 13s. 3*d.* from voluntary contributions, 3,893*l.* 14*s.* 5*d.* from school pence, 5,576*l.* 15*s.* 1*d.* from Government grants, and 250*l.* 7*s.* 4*d.* from other sources.

and in simple inspection schools.

Sufficient returns of income and expenditure were made from 17 simple inspection schools only.

In these the average attendance was 676, and the total income 809*l.* 16*s.* 3*d.*, derived as follows,—116*l.* 18*s.* 8*d.* from endowments, 458*l.* 2*s.* 4*d.* from voluntary contributions, 218*l.* 3*s.* 3*d.* from school pence, and 16*l.* 12*s.* from other sources.

Number of schools under certificated teachers in 1867.

1. At the time of my last report the number of schools on my list in the receipt of annual grants was 108. It is now 119. But even this inconsiderable increase does not represent a corresponding spread of state aid. Two schools, previously in the receipt of annual grants, were transferred to my inspection in 1868. Two more are disqualified by endowments for the receipt of a grant.

Increase slight only.

The following changes which have occurred show that the increase, such as it is, is obtained by a balance of gain and loss.

Five Sunday schools have ceased to employ certificated teachers.

Certificated teachers are no longer employed at Acton, Bacton, Baylham, Brantham, and Preston.

Seven schools have become entitled to an annual grant by the appointment of qualified teachers, viz., Cowlinge, Cransford, Drinkstone, Hepworth,* Kessingland, Rushmere, and Thornham.

Seven have began to employ them.

Seven principal teachers and two assistant teachers have obtained certificates.

The principal teachers in seven others, Aldeby,* Bradwell,† Coddenham, Little Glemham, Risby, Somerleyton, and Winston, and the assistant teachers in the Debenham endowed and the Debenham national schools have passed the examination for the certificate of merit.

* These two schools will henceforth belong to the Norfolk district.

† There was a certificated teacher here in 1867.

General demand for an extension of state aid.

I am not surprised to find a very general demand for a wider and more rapid extension of state aid.

It is a demand in which I readily join. At the same time I cannot consider that the advantages offered under the present system have been hitherto met by a corresponding voluntary zeal.

Anticipated changes have checked the employment of certificated teachers;

The belief, now become a certainty, that the whole question of national education will shortly become the subject of legislation, has no doubt in some measure acted as a check upon the employment of certificated teachers.

but partially only.

This, however, is not sufficient to account for the fact that the proportion of unaided to aided schools in this county is still more than three to one.

Are the restrictions too burdensome?

Is it true, as is frequently asserted, that this is the necessary result of the restrictions under which the present system is administered, that free trade in teaching and simple payment by results are required, and that voluntaryism has only failed in so far as these are desired?

I would willingly believe so. But facts are against the theory.

Cases in which certificated teachers ought to be employed under the present system may be detected by the test of cost.

No demand for greater facilities in obtaining State aid is admissible in cases where a certificated teacher with an annual grant can be employed at a less expense than an uncertificated teacher without a grant. Any deficiency of education in consequence of the want of state aid in such cases will afford a very strong argument for a total change of system, but manifestly none for the introduction of simple payment by results.

Test applied to the county of Suffolk,

If I apply this test to my district I find that there are 149 parishes in it (see Return of Parishes, ordered by the House of Commons, 25th February 1868), with a population in each case above 400, without schools under certificated teachers, and that in 15 of these parishes the population is over 1,000.

with unsatisfactory results.

I have had opportunities of becoming acquainted with the state of education in some of these parishes, and I know that it is in most cases unsatisfactory. It appears, therefore, that of the total number of unaided parishes, about two-fifths may be fairly said to be unaided and probably inefficient, owing to the absence of that zeal which voluntaryism presupposes. It has not as yet been found sufficient to call the attention of those with whom the remedy lies, the clergy and landowners in these parishes, to this blot in a scheme of education, which has done and is doing so much, a blot so easily effaced, and yet suffered to remain so long that the best friends of a voluntary system are beginning to despair of its success.

The case of the smaller parishes under a system in which voluntary efforts alone are aided, is doubtless hard. It is both expedient and just that some remedy should be found for their present unsatisfactory condition.

In small parishes the restrictions are hard.

It is expedient that they should be placed under regular inspection, and it is a simple matter of justice that they should be allowed to stand on the same footing as others, and that the possibility of obtaining aid under ordinary circumstances should not be withheld from them.

Expediency and justice of improving their position.

I may be allowed to express a hope that should it be thought advisable to extend aid to them on the principle of simple payment by results, no discouragement will be given to the training of teachers for employment in our elementary schools, and that no diminution of value will attach to the certificate of merit.

If aid is granted to them by payment by results, it is to be hoped that no discouragement will be given to certificated teachers.

A much larger body of well trained teachers than we have at present is essential to the success of any system of popular elementary education.

2 and 3. If the number of children on the school registers, as given above, is compared with the number in average attendance, there is no cause for surprise at the very general cry for some form of compulsion.

Small number of children in average attendance compared with the number on the school registers.

I am still of opinion that the application of the principle of the Factory Act to country districts is possible.

Call for compulsion. Possibility of applying the Factory Act.

But it is of course neither desirable nor practicable unless the State, while compelling attendance, takes every necessary precaution that *bonâ fide* instruction is provided for the children who are compelled to attend.

The necessity of previously establishing good schools.

The whole question of compulsion is, it is well known, beset with difficulties. Not one of the least will, I believe, be that of supplying good schools.

This is the greatest difficulty to be dealt with.

As far as the labouring man himself is concerned, facts would seem to prove that the knowledge of the existence of a good school within reasonable distance will, except in extreme cases of destitution or apathy, go far to reconcile him to the loss of the privilege of sending his children into the fields at a tender age.

Good schools will probably reconcile the labouring classes to compulsion.

It is not to be expected that we shall see much immediate result from any form of compulsion. At present we have, in country districts at any rate, a great deficiency of good school buildings, and a greater lack of good teachers, and even if we had these ready at hand, the influence of home precept and example would soon prove to us that there is no royal road to our end.

Little immediate gain is likely to result from any form of compulsion.

If immediate gain is improbable, the question at issue

Which will be most

practicable, direct or indirect compulsion?

between the two possible forms of compulsion, direct and indirect, is, which will be found most practicable?

Difficulties of direct compulsion.

The one is met at the outset by difficulties. It has to deal with the case of girls who stay from school to assist in household duties, of boys and girls at the seaside, who during the summer months are employed in some of the numerous petty offices which an influx of visitors creates, of boys who go with their fathers to sea, of children who are absent from school week after week, when, as last year, the acorn harvest is plentiful, and the gathering profitable, and of a multitude of others of which these are samples. While it is open to the objection that it interferes with a child's first duty, its duty to its parent, and that it inflicts punishment upon the head of those who are not responsible.

Indirect compulsion is simpler.

The regulation of the employment of children in agricultural labour and domestic service is a simpler measure, and one which will, I venture to think, be indirectly more beneficial in its results.

Means by which it would be carried out.

Permission to earn wages by labour in the field or elsewhere being dependent upon attainments and attendance at school as well as upon age, will stimulate parents to keep their children under instruction and reconcile them to a change, which will doubtless in some cases press hard upon them. There will be no difficulty either in registering the ages and attainments of children or in granting certificates to those who can claim them, and as the employers of labour and not the parents will be responsible for any evasion of the restrictions, there will be no reason why such a measure should either remain a dead letter or be feebly enforced.

Compulsion in any form implies that good schools are provided.

Only such legislation implies that the state has taken care that proper means of instruction are everywhere provided, and though no one is more ready than myself to acknowledge the credit due to the noble efforts of voluntary zeal, though none would regret more that there should be any abatement of that extraordinary energy and enthusiasm which has called into existence and developed the whole system of the primary education of our poorer classes, yet I cannot shut my eyes to the fact that there is much which voluntary zeal never has, probably never can reach, and I do not see how any form of compulsory attendance can be enforced upon our poor population unless power is at the same time granted to compel parish authorities where necessary to provide good schools for their children. That it would be ungenerous to supersede voluntary efforts where they can be maintained and where there is a wish to maintain them, is allowed by those who see most defects in the present system. It will be satisfactory to many who have its success at heart to know that

Voluntary zeal must be supplemented by a compulsory rate.

where voluntary efforts have failed, education is not necessarily imperilled.

The per-centage of passes in the schools which I have examined (about 85 in reading, 82 in writing, and 69 in arithmetic) is considerably lower than it was two years ago, when 88 per cent. passed in reading, 87 per cent. in writing, and 76 per cent. in arithmetic.

Per-centage of passes lower than in 1866 and 1867.

This is a serious falling off, and I cannot think that it is due to temporary causes only. Last autumn was certainly an unfortunate time for the schools in this county. Very great difficulty was experienced by managers in obtaining certificated teachers to supply vacancies which had occurred. In four cases schools were inspected which had been under no regular teacher since the harvest holidays. Desultory instruction following a long period of idleness could only result in failure in the examination.

This falling off is not due to temporary causes only.

A far more serious evil, however, is the late very frequent deterioration of good schools under young teachers. Six schools to which teachers have been appointed in the first year of probation during the past 12 months have seriously fallen off, both in discipline and instruction; four others remain inefficient, while in four more, two of which are old established schools and previously successful, the issue of the certificate has been refused for the second time.

Serious falling off of good schools under young teachers lately appointed.

Of the 15 young teachers who have this year, September 1868 to September 1869, been appointed sufficiently long to be answerable for the state of their schools five only, viz., the mistresses at Falkenham, Palgrave, Nottidge school, Ipswich, and Drinkstone, and the master at Thornham showed signs of future success.

We have a right to expect the successful candidates for certificates of merit, besides being qualified in other respects, to have some knowledge of the management of children, and some practical acquaintance with the more mechanical duties of making up the attendance registers and calculating averages.

More may be reasonably expected of certificated teachers than intellectual success.

I have too often of late had to complain that the children in schools to which they have been first appointed are either awed into unnatural silence, or uncontrolled, noisy, and dirty, that the Form IX., and the Examination Schedule are full of erasures and mistakes, that the teacher scarcely knows to what class the children belong, and that the instruction is very deficient.

Indifferent state in which many schools have been lately presented to me at inspection.

These defects are not visible equally in all the schools to which I have referred, but it is not possible to avoid the conclusion that many candidates have lately passed the examination for a certificate without having had sufficient

Many candidates have obtained certificates without a proper acquaintance

with the management of children and of the mechanical duties of their profession.

practical instruction in the duties of the profession which the are undertaking.

Six schools which have seriously fallen off.

In the six schools above mentioned which have seriously fallen off in discipline and instruction 291 children were presented at the last examinations in 1868–1869, there were 286 failures in the three subjects of examination. In the previous year 290 children were examined in the same schools with 132 failures only.

To the elementary instruction itself the same remarks will apply which I made two years ago.

Reading.

The reading is as a rule still spiritless and unintelligent, not only wanting an expression and fluency, but very frequently such as to convey the impression that the passage is neither understood nor thought to have a meaning. It is true that children frequently substitute ideas and pronunciations of their own for the words before them, especially in passages which are well known, but this they appear to do not from any appreciation of the spirit of the passage but rather from a slovenly habit into which they have been allowed to fall. I am afraid that the so called lesson in reading is most often calculated to teach slovenly habits.

Writing.

Writing and spelling are generally well taught.

Arithmetic.

The instruction in arithmetic is far too mechanical, and little or no permanent impression appears to be made.

Mental arithmetic neglected.

It is perhaps natural that the preparation of many stupid children should be prejudical to the instruction of the few clever ones, but I am surprised that it is so often thought more profitable to muddle brains already dull with complicated rules which are seldom understood and generally misapplied, than to brighten them by frequent brisk questioning in mental arithmetic. The ingenious contrivances which are resorted to to enable children to produce certain results at the examination in arithmetic belong to the very worst form of cram teaching. Mental arithmetic is taught in some schools, at Bildeston with marked success.

Girls fail more than boys.

Girls fail much more frequently than boys in all subjects and in all standards.

Not necessarily from inferiority in capacity.

It does not necessarily follow that they are inferior to boys in capacity, but as a matter of fact owing partly to previous neglect, and partly to the comparative indifference with which even sensible parents still regard the education of their daughters, the girls in towns and villages, where there are separate departments, are as a rule far below the boys in attainments.

Comparison.

In 12 schools which I have selected as illustrations of this difference rather more than 86 per cent. of the boys passed

in the three subjects, and only 72 per cent. of the girls in the corresponding departments.

The girls' school, St. James, Bury St. Edmunds in which the examination in elementary subjects is always passed extremely well, and the girls' school at Aldeburgh are exceptions. Exceptions.

This difference is not so noticeable in mixed schools. In them the proportion of boys to girls in the higher classes, and the superiority of the one over the other in attainments appear to depend mainly on the sex of the teacher. Both in mixed schools and separate departments owing to the necessary time given to needlework more comparatively is expected of girls than of boys. Not more, however, than they ought to attain to. The difference is not so noticeable in mixed schools.

I have mentioned above the disadvantageous circumstances in which some managers have been placed owing to the difficulty of obtaining certificated teachers after the harvest holidays. But in fact no school in an agricultural county which is visited in October is fairly tested in comparison with others. The children return from their harvest work ignorant and demoralised, many are brought back to school a few days only before the examination, many of the older and more advanced do not come back at all. There are few schools in this county which are not in same degree affected by the harvest. I am not surprised to find my visit most frequently unwelcome to the managers of the 21 departments which are inspected in the month immediately succeeding it. October an unsuitable month for inspection. All schools affected by the harvest.

The Minute of 1867, now Art. 54, is working successfully. A large and increasing number of schools have resumed higher subjects of instruction and on the whole with creditable results. Higher subjects of instruction.

The following schools have obtained the extra grant in full. Falkenham, Halesworth (boys), Rumburgh, Fressingfield (boys), Wangford, Nayland, Weybread, Debenham, Beccles (girls), Bungay (boys), Rickinghall, Bildeston, Bures (boys), Long Melford (boys), Kesgrave, Ipswich district (boys), Trinity (boys), St. Clements (boys), St. Margarets (boys), Stonham Aspal, Harkstead. Thirteen others have obtained grants under section 2 only. In the 21 schools which obtained the grant in full, the per-centage of passes in elementary subjects was 87. List of schools in which the extra grant has been earned. Elementary subjects well taught in them.

There is one unsatisfactory feature. It appears inevitable that the benefit of the extra grant should accrue to those schools which pecuniarily least need it.

"Slow rises worth by poverty depressed." Few small schools benefit by the grant.

In this list of 21 schools, three only Stonham Aspal, Harkstead, and Rumburgh, are really small country schools. Geography is the subject most frequently chosen, and I think wisely. It is better adapted to the capacity of young children Geography the subject most frequently selected

Reasons for the wisdom of this choice.

than grammar, its facts can be brought more practically home to their experience than those of history, and if well taught the field over which it may be extended is almost unlimited.

Increase in number of pupil-teachers.

It is satisfactory to be able to report an increase in the number of pupil-teachers, due I believe mainly to the encouragement offered by the Minute already referred to. In 1866 and 1867 there were 89 pupil-teachers serving the schools in this county. In 1867 and 1868 there were 36 males, and 62 females. In the year for which I am at present reporting, the total has increased to 107, 43 of whom are males and 64 females.*

None of the schools which have been added to my list since 1867 have apprentices serving in them. This increase therefore represents an addition of 18 to the actual teaching staff at the time of my last report. Many schools are still inefficient for want of a proper staff, but it is satisfactory to know that boys and girls are ready to come forward as candidates for apprenticeship in them.

Demand for candidates not so great in the past year as in the year preceding.

During the past year the demand for candidates has not been so great as it was in the preceding year, nor have the attainments of those examined been so high; but the number of candidates has not diminished.

The number of candidates has not diminished.

In 1866 and 1867, 11 male and 20 female candidates were presented for examination. Only 22 were apprenticed, the other 9 being deficient in attainments.

Statistics as to candidates.

In 1867 and 1868, there were 16 male and 25 female candidates of whom 32 were apprenticed, four only of the rejected nine being unable to pass the required examination.

In 1868 and 1869, 16 males and 29 females came forward as candidates, 27 only, *i.e.*, five less than in the preceding year were apprenticed, whereas 11, *i.e.*, seven more than in the preceding year were rejected on account of attainments.

Small improvement only visible in written answers.

The style of the written answers of pupil-teachers in their examinations differs little from that which I had occasion to find fault with two years ago.

Summaries and analyses appear still to be the text books for history and scripture. Grammar is still seldom understood. But the little difference which I have observed is favourable and the younger apprentices seems to be on the whole fairly intelligent.

Males more successful in examination on paper. Females better teachers, readers, &c.

The performances of the males upon paper are, as a rule much more creditable than those of the female pupil-teachers, while the females at all events in the early years of their apprenticeship have more character, more aptitude for teaching, and far more taste.

* Admitted candidates are not included in these returns.

I have not unfrequently met with good reading and very good recitation among the female apprentices, rarely, if ever among the males.

Needlework creditable.

I am informed by competent judges, who have kindly assisted me in comparing the various specimens, that the needlework of the female pupil-teachers is very creditable.

It is unsatisfactory to find that so many do not reside at a normal college.

The principle of demand and supply has not acted favourably.

It is not satisfactory to find that so many do not complete their education by the two years' residence at a training college. The encouragement of the Minute of 1867 seems likely to increase the number. At present we have not had time to judge of its effects. It is important to bear in mind that the principle of demand and supply has of late acted prejudicially and discouraged the completion of a schoolmaster's education. A well-trained pupil-teacher can command a salary at once. One whose intelligence or diligence or teaching power has been rewarded by a provisional certificate can obtain a very good salary. Manifestly the better the teacher the more the country is the loser if, under the pressure of necessity or through want of inducement, he enters upon his profession half trained, half taught, half hearted.

Names of pupil-teachers in first class at examination for admission in 1867 and 1868.

At Christmas 1867 two males and six females from schools in this county passed the examination for admission to a training college. Of these,—C. Branch, Hadleigh boys' school; Caroline Webb, St. Clement's girls' school, Ipswich; Christiana Challender, St. Peter's girls' school, Ipswich,—were in the first class.

At Christmas 1868 two males and three females passed the same examination. Of these,—*Lionel Smith*, Pakenham National school; Agnes Montell, St. Clement's, Ipswich, girl's school; Amelia Barrett, Southwold,—were in the first class.

The Wheatacre union of schools.

The Wheatacre group of schools under Arts. 135–141 inclusive has succeeded well.

Its progress and success.

In Feb. 1867, 108 children were presented in the five schools composing the group. There were 38 failures in the three subjects.

In Feb. 1868, 168 children were presented. The number of failures was 71, but of these 24 were contributed by a school which had joined since the last examination.

In 1869 the group was reduced to four schools; one of these was decimated by scarlet fever, and there were only 114 children in the standards. The proportion of passes was not so good as in the previous years, but in the three schools which were the only original members of the group there was a much larger class above Standard III., and in two schools geography was taught.

Reason why the system of groups should not be permanent.

These results are satisfactory, and will probably remain. The system itself, if successful, cannot be expected to be permanent. Indeed it contains the seeds of its own dissolution. Improvement once begun will not be confined to the discipline and instruction of the children. The mistress will sit for her certificate, or the school will be rebuilt and a certificated teacher employed; and so first one school, then another, will begin to rest on its own resources, and ceasing to depend on, as it ceases to need, the support of the system by which it has risen, will leave the group unable either to meet the expense with its diminished numbers or to attract fresh members to fill the vacancies.

In this way Aldeby and Haddiscoe have passed from the Wheatacre group.

The principle might be applied on an extended scale.

At the same time, the success of the scheme is suggestive. We have a dearth of good teachers throughout our country schools, and we have some good material undeveloped. By the employment of an itinerant master over a much wider area than is allowed under the present scheme, the capacity of a few unknown teachers would be developed in some, and in others a stimulus given to the engagement of better.

The area might be reasonably extended, for a teacher is either capable, in which case a few directions and occasional supervision are sufficient, or incapable, in which case there will be little result unless the superintendence is more constant than it can possibly be.

Evening schools.

Six hundred and fifty-five evening scholars were presented for examination under Arts. 44* and 45. The examination was in most cases conducted by the managers. About 10 per cent. failed to pass in reading, 29 per cent. in writing, and 29 per cent. in arithmetic.

Low attainments of night scholars.

It is disheartening to find that the majority are presented for examination in the two lower standards; that many have never received any previous education; that those who have are unable or with difficulty able to keep up to the low standard of attainments reached in the day school.

Still, if night schools fail to supplement the day schools in the sense in which they were originally intended to do so, it cannot be doubted that they do in their way a very good work.

The remaining effects of evening schools.

We may regret that the instruction is not of a higher character, but we may regret more that we have still an adult population to whose intellects such instruction is adapted.

More systematic organization required.

From the general testimony of clergymen and others to the humanising effects of night schools upon young labourers,

it appears to be very desirable that this moral influence should be more widely extended and on a better organized system. At present voluntary zeal acts more fitfully and irregularly in the case of night schools than elsewhere.

Evening scholars under 12 years of age.

The rule by which evening scholars under 12 years of age are excluded from payment on examination has in practice been found to act prejudicially. It has not had the effect of keeping boys in the day school, and it has had a tendency to induce managers to discourage their attendance at the evening classes at an age when, above all others, instruction, intellectual and moral, is essential.

Religious instruction.

The question of the importance of the religious instruction, as at present given by our Church of England teachers, has led in discussion to much difference of opinion.

Is it useless or essential?

It is maintained on the one hand that the religious lesson, so called, is really instruction in scripture facts and church doctrines on the worst possible method, and with no moral application. In the opinion of others it is the religious instruction which alone gives life to the teacher and a good tone to the school.

There are grounds for both opinions.

Both opinions may be supported by facts. I cannot but regret much that is superficial and much that is unprofitable in lessons which, at times, do duty for religious teaching, but it is impossible to rate too highly the value of the religious instruction of many earnest and conscientious men and women.

It depends, as all teaching does, on the personal character of the teacher.

Here as elsewhere it is the personal character of the teacher which is seen in the results. In the hands of an earnest and intelligent master or mistress, the religious instruction cannot fail to be beneficial. It will be, as all the other school work is, thorough and hearty.

Still it is the moral influence of the man and woman, not of the teacher, as exerted in one lesson alone, which moulds the character of the scholars and forms the tone of the school.

In the main it is decidedly beneficial.

Therefore, though I consider the religious instruction given by the Church of England teachers to be in the main decidedly beneficial, and though the safeguard of a good conscience clause seems to me to render its abolition unnecessary, I cannot believe that unsectarian teaching is fraught with the evils which are attributed to it, or that disastrous consequences are likely to result from its adoption.

It does not follow that unsectarian teaching is necessarily bad.

The value of daily school prayers and instruction in elementary religious truths.

As to the value of beginning and closing the school day with prayer there can I think be but one opinion. The prayers at present in use are generally short, simple, and at times evidently appreciated by the children. I trust that we shall never miss them from the daily routine of our elementary schools. And with the habit of prayer I hope

we may, at any rate retain the reading of the Bible and instruction in simple elementary religious truths.

Simple inspection schools.

Unsatisfactory results of examination.

I have visited 38 schools open to simple inspection. The examination schedule was filled up in 23 instances only. In these 23 schools, containing 27 departments, I was able to examine according to the standards of Art. 48, 687 children were presented for examination, and the per-centage of passes was in reading 74, in writing 64, and in arithmetic 32 only. It is true that these schools cannot fairly be compared with those whose existence depends upon success in an annual examination at a fixed time, and whose whole years' work has that examination in view, yet the difference in the result is so great that it is impossible not to admit that the instruction in them is, as a rule, absolutely indifferent as well as comparatively inferior. Moreover, most of these schools have been during the past three years inspected regularly, and as far as possible in the same months.

Some little good has resulted in individual cases from these visits, but I cannot think that it is in any degree a fair return for the expense and time devoted to them.

There is no prize scheme in the greater part of the district.

I regret the absence of any prize scheme from, at all events, the greater part of my district.

Reason for not reporting specially on Helmingham and Stradbroke middle-class schools.

It was my intention this year to report more fully upon the middle class schools at Helmingham and Stradbroke. After the full report on them already published by the commissioner who has examined them any remarks of mine will be unnecessary.

Concluding remarks.

In concluding this report I would venture to make the following observations as of importance in any future changes which may be considered necessary:—

I. Educational destitution in country districts.

I. Agricultural parishes cannot claim to be exempt from the general educational destitution. The more minute the enquiries the more obvious does it become that country districts as well as towns have their dense masses of ignorance. I have been favoured by Rev. C. Cornish, of Debenham, with the results of a house to house visitation in his parish. The population is probably much the same as in 1861, viz., 1488. There are 2 schools, one conducted by a principal master, uncertificated, and an assistant, certificated, with 68 boys on the school books; the other a mixed school with a staff of two certificated mistresses and one pupil-teacher, and 107 children on the books. And yet with every opportunity, and 175 children actually on the school register, there is a residue of 65 children between 3 and 12 years of age who go to no school at all. Similar enquiries with similar results have been made elsewhere. Of these I have no exact details, but it is undeniable that under the most favourable

circumstances there is a residuum even in country districts which the voluntary system does not touch.

II. The varying acreage of our country parishes, which leads at times to the needless multiplication of schools, but more frequently I believe to opposite results, seems to require careful and detailed investigation. If it is desirable occasionally to check injudicious rivalry, it is certainly as necessary to recognize the fact that long distances and bad roads keep half the young children away from school during the winter months.

II. Varying acreage of country parishes.

III. The immense work to be done before the education of the poor can reach the ideal which has been frequently set before us of late, and the great dearth of competent men and women willing to undertake it seem to point to the desirability of giving further encouragement to those to whose hands we wish to see the primary education of the poorer classes entrusted.

III. Lack of competent teachers.

I have the honour to be, &c.

H. G. ALINGTON.

To the Right Honourable,
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the year* 1869, *by Her Majesty's Inspector, the* Rev. E. P. ARNOLD, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CORNWALL *and* DEVON.

MY LORDS, Plymouth, January 1870.

Comparison of work done in 1866-67 and 1868-9.

DURING the period to which this report refers the only alteration made in my district has been the removal from it of the Bideford census district, the increase of schools in Cornwall obliging me to get rid of some of my eastern border. The following table gives a comparative summary of my work for the official years 1866–7 and 1868–9.

	Departments under separate Teachers visited.		Children present at Inspection.		Total.
	For Annual Grant.	For simple Inspection.	For Annual Grant.	For simple Inspection.	
1866-7 - -	215	15	17,992	536	18,528
1868-9 - -	219	7	18,711	255	18,966

Included in this table are 25 night schools with 291 scholars for 1868–9 as against 24 schools and 220 scholars for 1866–7. There is therefore again an increase of scholars on a diminished area of inspection.

TEACHERS AND PUPIL-TEACHERS.

The number of certificated teachers employed in my district in schools under inspection in the year ending 31st August 1869 was 196.

In schools visited for simple inspection.

My time was so wholly taken up in visiting schools which claim annual grants, that I only inspected five schools under uncertificated teachers; in three of these the inspection was preliminary to the teachers offering themselves for examination for a certificate. One of the other two was an endowed school near Plymouth which has recently had a new scheme drawn up for its management under the authority of the Court of Chancery and new buildings erected. The other was in the Scilly Islands: the schoolmaster is an excellent and industrious man, and the school, which is on St. Martin's Island, not only educates all the children on the island, but educates them at least as well as any of the schools under certificated teachers on the other islands. When I visit this little school to which I have seen the children late on a summer's afternoon bounding down like wild deer through

the long fern all eager for their examination, and then a few minutes later answering questions from the Bible with thoughtfulness and intelligence, and doing arithmetic and dictation with neatness and accuracy, I cannot but think that there is some flaw in a system which sends me as a Government Inspector into that school and yet refuses to make a grant to it. My opinion is only confirmed by the experience of years that the State ought to require a diploma or certificate of some sort from every person who is engaged in the education of the young, but I also feel strongly that the facilities for gaining a certificate ought to be much greater than they are, and that the examination itself ought for all teachers in charge of schools to be shortened and simplified. What, for instance, must the master of St. Martin's school in the Scilly Islands do before he can gain a certificate? He must first take a voyage of four or five hours (over a very stormy sea) in the depth of winter to Penzance, he must then travel 133 miles to Exeter, which will occupy if he travels third class about seven hours, and oblige him to sleep on the road either at Penzance or Plymouth. As the examinations begin on a Monday he must leave home on the previous Friday, and as they last five days he will not be able to reach home again till Saturday evening, having thus been compelled to travel 346 miles and to be absent nine days from home. To a poor man with a family, it is mockery under such circumstances to talk about his going up to sit for a certificate. Of course the Scilly Islands are an exceptional case, but the distance from the west of Cornwall, and from many places on the north coast to Exeter is at least 100 miles; long distances have often to be travelled by cross roads before the railway is reached; and for a large part of my district I may say that practically schoolmasters are debarred from obtaining certificates even if they wish to do so. I can only repeat the suggestions which I made in my last report.

Certificates should be required,

but greater facilities should be given for obtaining them,

especially in such a district as mine.

1. That the inspector should have the power to recommend for a certificate without examination teachers above a certain age, and who had served for a certain number of years, if in his judgment they appeared to deserve it.

2. That there should be several local centres in each district at which teachers could offer themselves for examination. My own district on the mainland is more than 120 miles in length, yet there is *not one place in it* where a master can be examined for a certificate. In a county like Cornwall there ought to be several centres at which teachers might be examined by the inspector of the district with the help, if they would consent to give it, of the Local Board of

Education, and the examinations ought at the longest not to occupy more than two days.

The present system is gradually covering the ground,

If some such facilities as these were given, which would bring certificates of competency within the reach of all those teachers who really are qualified to teach at all, our present system would soon reach those schools which now complain that they have no share in the Government grants; it would reach those schools as indeed it is even now reaching them. Of the 180 schools tabulated in this report 18 have received annual grants for the first time since the date of my last report. An increase of $\frac{1}{10}$ within two years cannot be called an unsatisfactory rate of progress, and since the 31st of August last I have visited six other schools which have received grants for the first time. There is, however, a class of schools which no change of system can reach unless there is a change of managers, or the law of the land should place all schools under inspection. In the recently published report of the Honourable E. B. Portman who came down into Devon and Cornwall as Assistant Commissioner to enquire into the employment of women and children in agriculture, a strong opinion is expressed that grants ought to be extended to schools under uncertificated teachers. With regard to towns he mentions the town of Lostwithiel which he himself visited as containing a large school under a mistress, many of the scholars in which had made the requisite number of attendances, but which could not receive a grant because the mistress was uncertificated. With regard to the country he quotes the evidence of the Rev. R. R. Wolfe of Torquay, who complains that while wealthy Torquay receives large sums of money from Government, the poor country parishes in the neighbourhood receive nothing. Now with respect to Lostwithiel it is probable that the school would be disqualified from receiving grants owing to the low and ill-ventilated character of the premises in which it is held. There could be no difficulty in the mistress' going to Truro which is only 23 miles distant by rail, and obtaining a certificate if she is qualified for the place she holds. But at Lostwithiel it is not a question of certificates at all. There has been no desire on the part of the managers for inspection, and that is the truth of the matter. This is the case also with respect to the church schools at Liskeard and Padstow, in both of which towns the school managers do not desire inspection.

but cannot reach those schools whose managers do not desire inspection,

as *e.g.* Lostwithiel.

Liskeard and Padstow.

With regard to the neighbourhood of Torquay I cannot speak with such accurate information as I can of Cornwall, for it is some years since I visited the schools lying between Torquay and the river Teign; but taking the country lying

between Torquay, Newton, Totnes, and the Dart, I find that there are 12 parishes, viz., Kingskerswell, Abbotskerswell, Ipplepen, Cockington, Little Hempston, Marldon, Berry Pomeroy, Stoke Gabriel, Churston, Brixham, Kingswear, and Woolborough. Eight of these 12 parishes are in receipt of Government grants. Of the other four one has a school supported by a resident landowner, who does not require Government aid, and two have populations as small as 274 and 244. But there would be no difficulty in their claiming a share of the public grants, if they were anxious to do so; for the parish of Meavy with a population of 269 receives Government aid, though this school is more unfavourably situated than either Little Hempston or Kingswear. So does the parish of Peter Tavy with a population of 469. Both these places lie close under Dartmoor, they have no resident squires, and the clergymen, though taking interest in their schools, are not wealthy men who can be expected to subscribe largely to their support. Yet they have managed to obtain Government aid, and one example of a small country parish with no specially favouring circumstances receiving Government grants outweighs 50 examples of similar parishes which do not receive them, till we know the why and the wherefore of each particular case, and whether the managers of their schools are men of energy who desire to make them efficient, or to receive Government aid with its necessary accompaniment of Government inspection.

The smallest country parishes can and do obtain Government aid.

In the year 1868–9 there has been a large increase in the number of pupil-teachers and candidates for apprenticeship, as will be seen by the following table, which shows the number examined at each centre in the four official years ending 31st August 1863, 1865, 1867, 1869. All those who were examined did not, of course, become pupil-teachers, but this has not been the case more in one year than in another. Bideford, which is now no longer in my district, I have excluded from all the columns of the table.

Pupil-teachers again increasing in number.

	1862–3.	1864–5.	1866–7.	1868–9.
Kingsbridge	4	3	4	3
Menheniot	5	4	3	4
Plymouth	64	45	37	62
Tavistock	27	16	17	12
Falmouth	13	12	9	11
Penzance	20	14	22	28
Scilly Isles	4	2	—	1
Truro	53	29	18	20
Devonport	—	15	13	20
Totals	190	140	123	161

This recovery in numbers is very gratifying, and I attribute it partly to the working of Mr. Corry's Minute of 20th February 1867, but still more to the gradual return of confidence on the part of school teachers. A younger generation of teachers has sprung up to whom the Old Code is a matter of history. They have never worked under any code except the present one, and they have not therefore smarted under the blow which the Revised Code inflicted upon their seniors in the profession. The class from which the pupil-teachers are drawn is quite as good, in my opinion, as it ever was, but the examinations which they pass are certainly not so good. This is to be accounted for by the fact that the masters and mistresses have now no pecuniary interest in instructing them efficiently. They used to receive 5*l.* for the instruction of one pupil-teacher, and 9*l.* for two; but they now are bound to give to a pupil-teacher five hours' instruction every week out of school hours, for which they receive no pay whatever. Some few managers, I believe, do give a part of the grant in payment for this branch of the teacher's work; but I wish that I could persuade them to do so more generally, and to establish a tripartite scale of payment, giving a certain portion of income as fixed salary for their general charge of the school; a second portion according to the results of the annual Government examination; and a third portion, where there are pupil-teachers or monitors, for their instruction to be paid conditionally on their passing their annual examination. If this plan were adopted there would not be so many candidates sent up for examination as there are now who have scarcely the smallest knowledge of some of the subjects in which they have to be examined. Foremost among these subjects stands English grammar. I am inclined to think that this subject, so valuable as an exercise in reasoning, might be dispensed with in its technical branches till the pupil-teachers enter the training colleges. From girls at least it seems almost hopeless to expect accurate parsing or analysing of sentences.

but their instruction is not so good as it was.

Suggestion of a remedy.

English grammar a specially weak point.

Such is my experience with the great majority of the pupil-teachers in my district, and I should be glad to be allowed to confine my examination in grammar for female pupil-teachers and candidates for apprenticeship, if not for male candidates also, to the requiring them to write a short original piece of composition in good grammatical English, and perhaps to paraphrase a simple passage from some well known author. At present a great deal of their time is wasted in learning very imperfectly a subject of which they make very little practical use.

One subject of instruction for girls, however, I must here

mention as being very efficiently taught in my district; I allude to needlework, in which, so far as I am able to judge from the information which ladies interested in the schools are often kind enough to give me, I believe that the pupil-teachers and the school children themselves make extremely good progress, and are very carefully instructed. If girls do not pass in dictation and arithmetic so successfully as boys we must remember that in the majority of girls' schools the afternoons are devoted entirely to needlework, so that they really have not much more than half the time allotted to boys for instruction in the elementary subjects of the Government code.

Needlework is well taught.

I have been so often asked for a copy of the scheme according to which I set the religious questions in the examination papers for pupil-teachers that I insert it here for the information of the teachers throughout my district. The scheme was originally drawn up by Canon Tinling, and I have adopted it from him with few alterations.

Scheme of religious examination for pupil-teachers.

Candidates for admission to show that they are acquainted with the outlines of Scripture history, and understand the meaning of the Church Catechism.

End of First Year.

The Bible, Old Testament.—Until the death of Moses.
„ New Testament.—Leading points of the Gospels.
The Prayer Book.—General idea of Morning and Evening Service; text of Church Catechism (as before), with Scriptural proofs of Creed, and accurate knowledge of Lord's Prayer.

End of Second Year.

The Bible, Old Testament.—Until the death of Samuel.
„ New Testament.—Fair knowledge of the Gospels.
The Prayer Book.—Morning and Evening Service, with Litany and Communion Service; text of Church Catechism, with Creed and Lord's Prayer (as before) and Ten Commandments, as explained in the duty towards God and our neighbour.

End of Third Year.

The Bible, Old Testament.—Until revolt of the ten tribes.
„ New Testament.—The Gospels, with miracles and parables of our blessed Saviour.
The Prayer Book.—General idea of the Book of Common Prayer; Catechism as before, with Scripture illustrations.

End of Fourth Year.

The Bible, Old Testament.—Until captivity of two tribes.
„ New Testament.—The Gospels, more accurately.
The Prayer Book.—Book of Common Prayer, with Scripture illustrations of the Church Catechism.

End of Fifth Year.

The Bible, Old Testament.—As before, with the addition of the Books of Isaiah and Jeremiah.
The Bible, New Testament.—The Gospels, with the Acts of the Apostles.
The Prayer Book.—Book of Common Prayer.

Discipline and Instruction.

Details of instruction, and explanation of tables at the end of the report.

I have again drawn out a list of all the schools which I have inspected within the official year 1868–9, with the exception of those for infants only, and have placed side by side the per-centage of passes in each school for 1866–7 and 1868–9, and likewise the per-centage of children presented for examination above the 3rd Standard. The names of the new schools are printed in italics. It will be observed that there is an improvement since the date of my last report. 84 schools have passed a larger per-centage than they did before; one stands in the same position as it did, and 73 schools have passed a smaller per-centage. Six departments reported on in 1867 have ceased to claim annual grants, and five others have been removed from my district; but, on the other hand, 20 new departments are here reported on for the first time. In many cases the variation in the per-centage of passes is so small as to show that the condition of the schools remains much the same as it was two years ago; but in 33 schools there is an increase ranging from 10 up to 40 per cent. Among these the improvement is the most marked in Sutton-on-Plym, Plymouth Trinity (boys), Penzance (girls), Stokenham, Plymouth Grey (girls), Plymstock (boys), Ludgvan, Ermington, Rattery, Bickleigh, and Plymouth Millbay. On the other hand, in 26 schools there is a decrease ranging from 10 to 40 per cent. and among these the diminution is the most marked at St. Neots (boys), Gulval, St. Agnes, Paignton (boys), Marldon, Truro practising (girls), and Altarnun.

How an approximate standard of merit may be obtained from them.

The third column, which I added to the table in 1866–7, giving the average of the combined per-centages in columns 1 and 2 I have now omitted, partly because the figure of merit so obtained can be easily worked out by each school for itself, and partly because the value of such a figure of merit is always exaggerated; and it has been sometimes taken as an absolute and complete test of the relative merits of different schools, in spite of the caution which I was careful to give in my last report as to its incompleteness without the addition of other facts which I could not easily tabulate. For the help, however, of those who may wish to form a rough estimate of the condition of any school in which they may be interested, I may say that where the average of the combined per-centages will amount to 53 a school may be considered good; in the same way the numbers between 53 and 46·5 may represent very fair or fair, between 46·5 and 37·5 moderate, and those below 37·5 must be classed as bad.

Minute of 20 February 1867.

Forty-six schools during the year 1868–9 obtained a grant under Art. 46*b*. on account of individual children who

passed in some secular subject of instruction beyond Standard VI., and 13 schools obtained the further grant under Art. 54 on passing a certain per-centage of the whole number of children in average attendance in some extra subject. The names of these 13 schools are,—Truro, Fairmantle St. (boys), Morval, Plymouth, St. Andrew's (boys), Gulworthy, St. Breward, Bude, Kilkhampton, Helston (boys), Devoran, Trevenson (boys), Pendeen, St. Breage (boys), Bodmin (boys). In almost every instance the extra subject chosen has been geography, and among a seafaring and migratory population such as that of Cornwall and West Devon there is no doubt that this choice is a wise one. I have been asked by many teachers to fix some specified portion of geography, or to name some text-book in which I would examine the children; but after reading very carefully the Minute on this subject and the instructions sent to Her Majesty's inspectors as to the practical interpretation which your Lordships desired to be put upon it, I have come to the conclusion that in geography, at all events, it would be a mistake to name any particular text-book to which the examination should be confined. The great object of this Minute, as I understand it, is to encourage intelligence and thought in the children, and to test it in a way in which it cannot be tested by the ordinary examination in reading, writing, and arithmetic. It is quite possible that if I were to name a special text-book as a subject for examination the children might learn it by rote, as volumes of analysis and history and grammar are learnt by rote by pupils in commercial schools and academies, and yet have no intelligent mastery over and knowledge of what they had learnt. While, therefore, it may be quite right to pass children in reading, writing, and arithmetic who do not negatively fall below a certain minimum of capacity, I think that a positive degree of merit and intelligence should be required before children should be allowed to pass under Art. 54. My practice, therefore, in dealing with geography is to require a general knowledge of the outlines of geography, including the meaning of its technical terms, such as lake, island, cape, &c.; and, secondly, a more particular knowledge of the geography of our own country and our colonial possessions. I know that this allows a wide field for examination, but my desire is that it should be wide. An inspector, if he is fit for his work, must be trusted not to ask unfair or unreasonable questions; if his judgment cannot be relied upon to this extent no limitation of his choice of questions to a special text-book would be any guarantee to school managers or teachers that their scholars would pass a successful examination.

My standard of examination under it.

In geography.

In English history, In English history I will, until further notice, confine my examination to any *one* of the following periods—

1. Early English history, down to the year 1485.
2. From 1485 to 1688.
3. From 1688 to the present time.

I should of course only examine on the leading events in each period, which can therefore be studied in any, even the smallest, text-book in use in our schools. I shall decline to examine the same class of children in the same year on more than one of these three periods.

and in grammar. In English grammar I shall be satisfied with a knowledge of the inflections and conjugations of words, and of the meaning of the ordinary grammatical terms, and shall also expect a simple sentence to be parsed correctly.

Religious instruction satisfactory. In speaking of the religious instruction in my report for 1866–7, I said that I considered it to be well given and with very satisfactory results, though the knowledge of the Liturgy might be extremely small, and that of the Catechism often incomplete and unintelligent. I am of the same opinion still. In 10 schools only have I been obliged to mention in my official report that the religious knowledge was unsatisfactory. My plan in conducting this part of the examination has been for some time past, with the consent of the managers, to confine my questions to one book in the Old Testament, and one in the new, the particular books being of course each year selected by the managers or teachers.

My method of conducting this part of the examination.

The "Religious Question." "The clergy in my district by the wisdom with which "they have managed their schools have practically solved "the religious difficulty." So I wrote in my report two years ago, but this religious question has since that time assumed such great importance in the discussions between the Birmingham League and the Manchester Union, that I thought it might be useful to enter into the subject more minutely, and I accordingly wrote a circular letter to the managers of all the schools which I inspected in 1868–9, of which the following is a copy:—

Circular on this subject to all schools inspected in 1868–9.

"DEAR SIR,

"I SHOULD be much obliged if you would be so kind as to send me an answer to the following questions:—

"1. Is it a condition for any child's attendance at your week-day school that he or she should attend Church or Sunday school?

"2. Is the Catechism taught in your week-day school to any children whose parents have formally objected to their learning it?

"3. Is any religious condition whatever attached to any child's permission to attend your week-day school? If so, what is it?

"I shall be glad to be able to state in my general report for 1868–9, if you are kind enough to answer the foregoing questions, what is the practice with regard to these points in the schools which I inspect;

but I will not mention your school by name, so far as the subject of this letter is concerned, if in your answer you should object to my doing so.

"I am, &c.
"E. P. ARNOLD."

Answers received from all but one.

The number of schools inspected was 153, containing 201 separate departments. From the managers of all these schools, with one single exception, I have received an answer to my letter, and among the many reasons which I have had during the last 14 years to feel grateful to my brother clergy, the managers of schools in this district, there has been no mark of their kindness and confidence which I have felt more deeply, or for which I thank them more sincerely, than for the frank and ungrudging way in which they have replied to these questions, when it was entirely optional with them to give no answer at all if they thought fit.

Answers to Question 1.

Question 1.—Seven schools answer "yes" to this question. One, in which the children must attend church, is an endowed school where the children are clothed and taught by the charity, and is therefore an exceptional case. In one, "on some rare occasions when the managers have been "satisfied that the children would be looked after, the rule "has been dispensed with." In another "the rule is not "rigidly enforced." In the other four the answer is "Yes" without any qualification. Three of these four are small country schools.

Three schools answer that they fulfil the conditions implied in being in connexion with the National Society; but as the National Society leaves each clergyman free to interpret these conditions more or less strictly as he thinks best, these answers do not convey any definite information as to the existing practice in those schools.

Three schools do not make Sunday attendance a condition, but add that such attendance is strongly recommended and encouraged.

One says that the condition "certainly stands in the "original resolutions of the promoters of the schools, but "practically does not exist."

One says, "the child is expected to come to church and "encouraged to attend the Sunday school. I cannot say "that I am very particular in enforcing the coming to "church, and as I regard Sunday schools as a very poor "substitute for parental teaching on the Lord's day, I am "glad when parents keep their children with them."

One says, "The condition * * * is not at present "enforced on our day scholars, though I reserve the right "of enforcing such attendance when I consider it desirable."

In one other school attendance at church and Sunday school is enforced on all except the children of Dissenters.

Seven schools under separate management, representing 14 separate departments, require that their scholars shall attend some place of worship or Sunday school, though not necessarily connected with the Church.

One school of two departments has a rule "that the children shall attend a Sunday school approved of by the committee, which, as the committee consists entirely of Churchmen, implies a Church Sunday school. It has been enforced in some cases, but I believe not in all."

One clergyman says, "No; but those who do not attend the Sunday school in their rate of payment have not the benefit of subscriptions given to the school expressly as a Church School in union with the National Society."

Summary of these answers.

It appears, then, that in nine schools under separate teachers the rule of Sunday school and church attendance is always, or with rare exceptions, enforced. Five schools * follow the rules of the National Society, and may be reckoned with the former nine. In ten schools the rule exists, and more or less pressure is put upon the children to observe it. In two the rule does not exist, but Sunday scholars have a pecuniary advantage at the day school. While in 175 schools out of 201, the rule either does not exist at all, or is practically a dead letter. In the case of 173 of these schools the answer to my question is a simple "No."

Answers to question 2.

Question 2.—In the Scilly Isles the Catechism "is taught only to those who are known to belong to the Church. Others *are not allowed* to learn it." In three instances only does it appear that any objection has ever been made to the learning of the Catechism, and in all three instances the objection was allowed. In one case a few objections have been made by Jews. In another "the objections are very few, and where made have always been attended to." In the third case "only two parents have ever objected, one a Jew, the other a Baptist. The latter only objected to that part of the Catechism which relates to infant baptism. Their request was granted. As a rule the Catechism is taught to all. Any individual objection, if made, would be considered on its own merits."

In two schools the managers say that they have never had objections, but that they should not give way if they had.

One manager says, "The Catechism is taught to all the school. I never heard here or in any of my former

* I am referring in this summary to departments under separate teachers. The letters from the managers refer to schools which often contain more than one Department.

"parishes of any poor person objecting to have it taught to "their children. * * * What we should do if the "difficulty arose I cannot tell; I prefer leaving the question "until it actually arises."

One manager's answer is, "No; I have never known "parents object, and if they did I should recommend them "to send their children to the British school. If we know "that a child is unbaptized, we do not teach that part of "the Catechism relating to the baptismal covenant."

Another says of the Catechism, "That it should be learnt "is the *rule* of the school, but I have no wish to cram it "down children's throats. No formal objection has (as "far as I know) been made to any child's learning it. As "there is a dissenting school in the neighbourhood one's "course would be easier in case objection should be made "for the purpose of giving annoyance."

In two schools the clergymen say that they follow the rules of the National Society.

In five schools, containing seven separate departments, it is distinctly stated that though none have ever objected, the Catechism is taught to all the children, and this I gather to be the case in three other schools, representing five departments, though their managers do not say so in so many words.

Summary of these answers.

On the whole, therefore, if we deduct those schools in which the managers say distinctly that they should pay no attention to objections against the Catechism, and those in which, from the wording of their letters, it may be presumed that they would do so, there remain 179 out of 201 departments in which either a conscience clause is now practically in operation or there is no reason to doubt that it would be put into operation if the necessity arose. The answers from the managers of 132 separate departments are either a simple "No" to all three questions, or "No" with this addition to the second answer, "No objection has ever been made." The absence of all objections on the part of the parents in a district like mine, where dissent is probably stronger than in any part of England, where the Church schools are filled with the children of Dissenters, and where a Wesleyan Sunday school tea treat affects a Church day school nearly as much as it does their own, is very remarkable, and it is owing, as I have said before, to the wisdom and liberality of the clergy, who do not seek to use their schools as means of proselytism, but rather as instruments to promote the moral and intellectual welfare of their parishes, and to instruct children in their duty to God and man.

One clergyman says that no objection has been made to the religious teaching in his school for 35 years, another

for 23 years, another for 19½. Another says, "The Cate-"chism is taught to *all* the children in the school, because "none of the parents object, though many of them are "Methodists, and though they know they may object and "prevent it if they choose."

"Representative" letter from a school-manager.

The next testimony may I think be held to represent very fairly the general opinion and feeling of the managers of schools in my district, and I therefore insert it here verbatim:—

"DEAR SIR,

"To 1 and 2 of the questions in your circular I may answer 'No.' We have never required our day scholars to attend the Church Sunday school or services. I speak of the 27½ years I have been here. I believe my predecessor, Mr. ———, and my father, who preceded him, and who got the school built and endowed it, acted in the same way. With regard to the 3rd question, I must answer that as my father endowed our school with a small sum in consols, and with the reversion of some building leases, *distinctly as a Church school*, I have always felt bound to teach the Church Catechism as a general rule to all the children. And so far we may be said to impose a religious condition on the children attending our week-day school; but I have for many years been prepared, on the application of any parent belonging to another religious body, to allow his child to be absent during the Catechism lessons. I do not remember since I have been here to have heard of any complaint on this ground, though from time to time I have been in the habit of asking the master whether he found any objection to any of the children learning the Church Catechism. The answer has always been 'No.' Lately I asked this question with reference to some children of Roman Catholic parents. The answer was, 'I have not 'heard of any objection. Indeed one of those boys is attending the 'Wesleyan Sunday school, so I don't think they are likely to object to 'anything that we teach them.

"I am, &c.
"* * *"

Another clergyman, who is also a Rural Dean, replies to my second question as follows:—

"No parent has ever made any objection; they seem not only contented with but grateful for the religious instruction given; but, as one of our fixed rules, we do administer our school under a strict 'conscience clause,' but have never been asked to enforce it."

Answers to Question 3.

Question 3.—The answers to this question are almost wholly contained in the answers to questions 1 and 2. Some, however, relate to other conditions, and taken altogether they may be classified as follows:—

Fourteen schools under separate management, containing 16 departments under separate teachers, require that a child admitted to them shall have been baptized, or that the parents shall be willing to have it baptized. But one clergyman says of this rule that it is "a dead letter." He lives in a small rural parish, where there are probably no unbaptized children. Another says, the rule "is not, I think, strictly "adhered to, that is, the mistress does not always ask."

Fifteen schools, with 27 departments, make conditions either as to the children's attending a place of worship or Sunday school, or learning the Catechism.

Two schools, with four departments, say that they are conducted in conformity with the rules of the National Society.

One school of one department obliges the first and second classes to attend church on Fridays for Litany and catechising. The clergyman says, "I regard this attendance "rather in the light of the children coming to me instead of "my going to them for the purpose of a Scripture lesson."

These 48 departments may be said to be the only ones in which any practical religious conditions are imposed upon the attendance of any child at the day school. But even in these cases the conditions are not always exclusively in favour of the Church. Twelve out of the 48 departments make no other condition than that their day scholars shall attend some place of worship or Sunday school.

There remain six schools with eight departments which say in answer to this question that their teaching is according to the principles of the Established Church, but this of course may be presumed of all the schools which I inspect. In the case of the six schools which distinctly state this, the answers are of the broadest character. One clergyman says "A marble tablet calls it Church school, rather a broad "expression." Another says—

"If by religious condition you mean the necessity of attending the opening and closing prayers of the school and the daily religious instruction and reading of Scripture, we do as your own Code requires us to do, require our children (but as above expressed under a strong conscience clause) to attend. We have the children of 'Romanists' and other Dissenters gratefully committed to our charge, and I have never heard one single word of anything but approval and gratitude for the religious instruction given."

In four more schools, containing four departments, which are conducted on the most liberal and comprehensive terms, the managers say, to use the language of one who may represent them all—

"If a child's parent objected to the reading or teaching of the Holy Scriptures in school hours (an extreme case) I should decline to receive that child."

General summary of the answers. The "Religious difficulty" practically does not exist in my district,

It appears then that in a district where Nonconformists are particularly numerous there are very few religious conditions of any kind in the Church schools under inspection. Practically these schools meet the wants of the population, and there is no British or Wesleyan school to which children of all denominations come with greater freedom, or

are less interfered with as to the religious opinions which they may be supposed to inherit or their religious habits on a Sunday than the National and Church of England schools in my district. Mr. Bowstead assures us that in Wales—

whatever may be the case in Wales or elsewhere.

"Education on the principles of the Established Church has been freely and extensively offered to the Welsh people, both in week-day schools and in Sunday schools, but nine-tenths of them are Nonconformists, and instead of accepting these offers they have everywhere struggled or are still struggling, at whatever cost, to establish unsectarian schools of their own, and to free themselves from what they regard as the trammels of Church Catechism, Church formularies, and Church influence."

Whatever may be the case in Wales, this sentence does not apply to Cornwall, or the feeling of the Cornish people. I could show Mr. Bowstead places in which the proportion of Nonconformists is probably as large as he represents it to be in Wales where yet the only schools are connected with the Church of England, where they are full of children, and where the parents, as intelligent men as the Welsh, are so satisfied with the education given in them that I am sure no opposition school, even if established, would stand a chance of success. But this is because the children are not under the trammels of the Church Catechism and Church formularies, and the parents know that they are not. As to Church influence, if by that is meant the visits of the clergyman and his position as manager, I do not believe that the Nonconformists in any part of England would object to this, and I cannot believe that taken by itself this influence would be objected to in Wales. I have known one town in Cornwall where the son of the principal Baptist minister was in the Church school, though there was a public school under inspection unconnected with the Church to which he might have been sent; in another town the children of the principal Wesleyan minister were in the Church school, but I might multiply cases indefinitely. Mr. Bowstead says that he has known of many instances in different parts of England, but especially in Wales, of sacrifices made by working men "for the sole purpose of securing for their "children an education which should be consonant with "their own views of religious polity or principle." I suppose that we are outgrowing this feeling in the west, and becoming less sectarian. The Cornish parent does what he likes with his child on the Sunday, and on the week days he sends him to the best school that he can find, whether connected with the Church or Dissent, knowing that his religious scruples will be respected, and glad that he should

Personal evidence on this point.

be under wholesome Christian teaching. "There is no "necessity for any conditions as to religious teaching," writes a clergyman to me in answer to my third question, "as the parents have never to my knowledge demurred to "anything taught in the schools." This clergyman is what would ordinarily be called a high churchman, but I met about 30 of the fathers of children in his schools one evening to ask them their opinion on the questions of compulsory and secular education. All were in favour of some amount of compulsion, and of some amount of religious instruction in the day school. All were in favour of free, in the sense of their being undenominational, schools; but they seemed to think that in this sense the schools were free now. "Are "you aware," I said, "that your children could be turned "out of this school to-morrow, if the managers wished, "unless they came to Church?" I was answered by a Baptist who said "The day for that is past. We are not "afraid of that." And with four exceptions, as I have already said, there is not a school under my inspection in which they need be afraid of it.

It is not perhaps within my province to apply these facts to the requirements of future legislation; but they may have their weight when a decision has to be made as to the necessity of ignoring or superseding the existing schools on the grounds of freedom of conscience and public policy.

Reductions under Art. 52 *a*.

To 40 departments reductions have been made in the grants under Art. 52 *a*. In two cases the reduction was owing to a breach of the ninth supplementary rule, one was owing to defects in the premises, and one to incompleteness in the registers. In six cases the loss was owing principally to defective discipline, but 30 departments suffered their reduction owing to faults in instruction, in other words owing to the number of failures in reading, writing, or arithmetic, 18 of the 30 reductions were for arithmetic.

often involve unfair loss.

These reductions for failure in the individual examination under Art. 46 always seem to me to involve great hardship. A school is in fact by their means mulcted twice over. It loses 2*s*. 8*d*. for every single failure in the examination, and it loses a per-centage on the payment for every child who does not fail, as well as on the grant for average attendance. A school may do ill in arithmetic and well in reading. It gains no money for arithmetic, this is perfectly just, but it also loses money on its reading, which certainly appears to be unjust. The deduction of tenths ought in my opinion to be reserved for defective discipline, for want of repairs in the premises, in short for any faults which do not come under Art. 46.

The annual report of H.M. Inspector should be circulated through his district.

I would here again urge the importance of resuming the publication of the tabulated reports on each school, or at least of distributing every other year the Inspector's annual report throughout his district. In this way a public opinion would be created, which would give a wholesome stimulus to the discipline and instruction in all the schools. It must be a great advantage for any school which has been inspected to examine carefully the tables which I have placed at the end of this report.

Proportion of schools aided by public grants in W. Devon,

That portion of the county of Devon which is under my inspection contains a population of 237,785 persons, in 124 parishes. Of these parishes, 46 with a population of 178,153 contain schools in receipt of Government grants, while 78 parishes with a population of 59,632 have no schools in receipt of grants. Of these 78 parishes, the sub-district of Stoke with its 9,034 inhabitants, Totnes with 3,409, Beerferris with 2,847, Dartmouth, St. Saviour's with 2,171, Buckfastleigh with 2,544, and 10 out of the 12 other parishes each containing more than 1,000 inhabitants, which I mentioned in my last report, still remain without any church

and in Cornwall.

school in receipt of grants. In the county of Cornwall, there are 230 parishes and places with a population of 369,390. Of this number 81 parishes and places with 201,253 inhabitants contain schools in receipt of annual grants, while 149 parishes with 168,137 inhabitants receive no aid. But since the end of the official year 11 additional parishes and places with a population of 11,837 have applied for grants, and will receive them during the coming year. But when these latest additions are reckoned in, there still remain the towns of Liskeard, Fowey, St. Columb, Wadebridge, St. Germans, Lostwithiel, Padstow, and St. Just, which have no church schools under inspection for the receipt of annual grants. Newquay, St. Teath, Port Isaac, and Polperro still are in the same condition; so are 18 other parishes with a population of more than 2,000 each; so are 25 others with a population of more than 1,000 each.

Statistics of school accommodation,

The school buildings in my district are on the whole in good condition. The 153 schools which I inspected within the official year provide accommodation at eight square feet of superficial area per child for something* over 24,775

and attendance.

children, while the number of children in average attendance has been only 14,895. The names of 22,035 are on the school registers, of whom 18,675 (excluding night scholars from calculation) or 84·7 per cent. were present at the

* One school makes no return.

inspection. 67·6 per cent. of the children whose names are on the registers were in average attendance throughout the year; and these per-centages are, with merely a fractional improvement, the same as they were two years ago. To give an idea of the irregularity of the attendance I will mention the case of a school in the west of Cornwall, which was open 425 times in the year, 100 children were present at the inspection, but of these only 38 were qualified for examination, of whom seven were under six years of age. Only two children in the school had made as many as 400 attendances. Until either increased interest on the part of the parents or legislation can do something to improve the regularity of the school attendance, all other machinery will be useless to improve education throughout the country. All who have had much experience in schools must agree that this is the one great difficulty with which we have to contend with, in comparison with which all others are child's play.

Irregularity of attendance *the great* educational difficulty.

The standard level of instruction in my district still is far above the average for the kingdom generally, while its accuracy appears to be still below the average. The figures in the following tables are for the year 1868–9 in my own district, and for 1867–8 for the rest of the country.

Statistics of passes on examination and of number examined in Standards IV.—VI., and detailed tables.

Classes of Schools.	Total No. of Children examined.	Total No. examined in Standard IV.–VI.	Per-centage presented in Standard IV.–VI.
194 departments in my district - - -	9,828	2,979	30·3
In National and Church of England Schools generally.	468,454	117,027	24·9
In British, Wesleyan, and other schools -	137,416	36,176	26·3
In Roman Catholic schools - -	34,130	6,799	19·9

PER-CENTAGE of children who passed in,—

	Reading.	Writing.	Arithmetic.
In my district - - - - -	81·21	78·57	60·53
In National and Church of England schools generally.	89·67	87·38	76·05
In British, Wesleyan, and other schools -	90·63	89·78	76·52
In Roman Catholic schools - -	92·63	92·21	82·48

In my own district there is an increase of nearly 2 per cent. in the passes for reading, and 1½ in writing since my

last report. The per-centage of passes for arithmetic is exactly stationary. What the increase or decrease in each school has been, the following table will show:—

Schools arranged according to Per-centage of Passes on Examination.			Schools arranged according to Per-centage of Children grouped in Standards IV.-VI.		
—	1868-9.	1866-7.	—	1868-9.	1866-7.
1. Truro, St. Mary's, girls.	100·	81·4	Plymouth, Grey, boys	68·	60·3
2. West Alvington	97·9	90·6	Kelly	62·	40·
3. *St. Kew*	95·7	—	Milton Abbot, boys	59·4	37·7
4. Budehaven	93·6	86·8	Illogan, girls	56·7	19·7
5. Kilkhampton	93·4	81·4	Hooe	54·5	34·9
6. Sutton-on-Plym, boys	93·3	69·7	Devonport, St. Stephen's, girls.	52·3	31·3
7. St. Austell, boys	91·8	84·2	Scilly Isles, Tresco	50·	34·7
8. Probus, boys	91·3	87·2	St. Breward	50·	36·3
9. Plymouth, Trinity, boys.	90·6	68 9	Penzance, boys	48·9	49·5
10. Truro, St. Mary's, boys.	90·5	85·3	Dartmoor Prison, boys	48·7	53·1
11. Morval	90·1	92·2	St. Tudy	47·8	40·
12. Tywardreath, boys	88·8	83·7	Morval	47·	47·4
13. Gulworthy	88·7	89·6	Scilly, St. Mary's, boys	45·6	40·3
14. *Street*	88·5	—	Boscastle	45·4	46·2
15. Bodmin, boys	88·2	71·3	St. Peter, Tavy	45·	32·2
16. Gwennap, boys	88·2	83·1	Devonport, St. James', boys.	44·4	35·7
17. *St. Issey*	88·1	—	Mylor Bridge, boys	43·9	37·5
18. Stokenham	87·3	55·8	St. Breage, boys	43·9	38·6
19. Milton Abbot, girls	87·3	82·6	Plymouth, Charles, boys	42·3	38·4
20. Ermington	86·6	51·1	Tavistock, boys	41·9	50·5
21. *Marazion*, girls	86·6	—	Torpoint, boys	41·8	29·0
22. Landulph	86·4	71·7	Dittisham	41·4	17·5
23. Truro, Central, boys	86·3	82·3	Marazion, boys	41·2	43·6
24. Marazion, boys	86·2	83·8	Salcombe, boys	41·2	35·9
25. St. Neot's, girls	85·8	91·1	St. Wenn	40·6	34·6
26. Tavistock, boys	85·1	69·2	Helston, boys	39·5	26·2
27. Cornwood	85·	76·	Mabe	39·2	47·
28. Grampound	85·	78·1	Plymouth, St. Andrew's Chapel, boys.	39·	31·4
29. Phillack, boys	84·7	79·3	St. Mary, Tavy, girls	38·7	51·8
30. Penzance, girls	84·6	59·8	St. Ewe	38·6	36·1
31. Stoke Climsland	84·4	76·8	Trevenson, girls	38·4	27·6
32. St. Stephen's (St. Austell).	84·1	83·9	Camelford	38·4	28·3
33. *South Huish*	84·	—	St. Blazey, boys	38·2	26·3
34. St. Ives, boys	83·8	89·	Sheviocke	38·	30·5
35. *St. Minver*	83·3	—	Devoran	37·7	37·9
36. *Chillaton*	83·3	—	Truro, St. Mary's boys	37·3	20·3
37. Helston, boys	83·1	84·6	St. Paul, girls	37·1	27·
38. Plymouth, St. Andrews, boys.	83·	76·9	Lamerton	37·1	20·9
39. Pendeen	83·	82·4	Landulph	37·	35·4
40. Sheviocke	82·5	81·2	Dartmoor Prison, girls	36·8	32·6
41. Dodbrooke	81·5	82·9	Devonport, St. James', girls.	36·7	24·4
42. *Buckland Monachorum.*	81·4	—	Scilly, St. Mary's, girls	36·5	33·3
43. Stonehouse, boys	81·3	77·6	St. Feock	36·3	37·5
44. Truro, Central, girls	81·1	77·4	Truro Central, boys	36·1	30·9
45. St. Ewe	81·	76·1	Altarnun	36·1	20·
46. Truro, St. George's	80·9	69·2	Crowan	35·7	44·8
47. Mabe	80·9	71·2	Brixham, girls	35·4	25·5
48. Holbeton	80·8	69·6	Bodmin, boys	35·1	22·3
49. St. Mary Tavy, boys	80·7	81·6	*Wendron*	35·1	—
50. St. Buryan	80·5	75·	Paignton, boys	35·	30·1
51. Salcombe, boys	80·4	63·9	Stratton	34·6	20·
52. Luckett	80·4	77·	Menheniot	34·6	32·9
53. *Helston*, girls	80·3	78·8	Raddon Chapel	34·3	31·5
54. Sancreed	80·1	85·2	Tideford	34·2	34·
55. St. Paul, boys	80·	65·5	Budock	34·2	28·5
56. St. Erth, boys	79·6	72·4	Devonport, St. Stephen's, boys.	34·1	36·3

Schools arranged according to Percentage of Passes on Examination.			Schools arranged according to Percentage of Children grouped in Standards IV.-VI.		
	1868-9.	1866-7.		1868-9.	1866-7.
57. Illogan, girls	79·1	74·5	Merrymeet	34·	35·2
58. Plymouth, Trinity, girls.	79·1	74·6	Ludgvan	34·	34·
59. Plymouth, Millbay	78·7	36·6	Clowance	33·8	26·5
60. Plimstock, boys	78·4	51·7	Plymouth, St. Andrew's, boys.	33·7	33·9
61. Camborne, boys	78·4	63·9	Plymouth, St. James', boys.	33·3	29·
62. Halsetown	78·3	74·4	Stoke Gabriel	33·3	35·4
63. Torpoint, boys	78·3	87·3	Brixham, boys	33·3	39·4
64. Devonport, St. James, girls.	78·2	78·5	St. Ive	33·3	26·9
65. Plymouth, Grey, girls	78·1	41·1	Pendeen	33·	23·1
66. Redruth, boys	77·9	81·3	Grampound	32·6	40·
67. Egg, Buckland	77·7	66·6	Truro, Practising	32·5	38·4
68. Devoran	77·7	80·7	Redruth	32·5	29·3
69. *Lelant*	77·7	—	Sutton-on-Plym	32·3	30·3
70. Plymouth, Charles, girls.	77·5	85·8	Probus	32·2	34·8
71. Carnmenellis	77·5	87·1	Budehaven	31·9	29·6
72. Stratton	77·5	87·4	St. Erth, boys	31·7	24·5
73. Trevenson, boys	77·3	84·	Gerrans	31·7	33·8
74. St. Ives, girls	77·2	70·9	Plymouth, St. Peter's, boys.	31·6	25·6
75. Stonehouse, girls	77·2	62·2	Plymouth, Ch. Ch., boys	31·4	12·5
76. *Meavy*	77·	—	Egg Buckland	31·3	28·3
77. Plympton, St. Mary's	76·5	72·2	Plymouth, Grey, girls	31·2	40·
78. Ivybridge	76·5	78·	St. Austell, boys	31·1	23·
79. Scilly, St. Mary's, girls.	76·4	75·5	Trevenson, boys	31·	25·4
80. Devonport, St. Mary's, boys.	76·4	79·7	Camborne, boys	30·8	27·6
81. Raddon, Chapel	76·	80·1	Plymstock, boys	30·6	24·5
82. Scilly, St. Mary's, boys.	76·	60·8	Mylor Bridge, girls	30·5	37·8
83. Rattery	76·	48·7	Truro, St. George's	33·3	11·7
84. Lamerton	75·2	89·4	Stokenham	30·1	35·3
85. *Lerrin*	75·1	—	Ermington	30·	32·3
86. Plymouth, St. Peter's, girls.	74·7	72·7	St. Paul, boys	30·	33·3
87. Ludgvan	74·6	53·7	Phillack, boys	30·	28·9
88. Pensilva	74·5	74·2	St. Erth, girls	30·	31·2
89. St. Breage, boys	73·9	73·9	Camborne, girls	29·7	38·2
90. Scilly, Tresco	73·8	87·3	Plymouth, St. Andrew's, Chapel, girls.	29·5	61·7
91. St. Neots', boys	73·8	96·9	Plymouth, Trinity, girls	29·1	29·6
92. Gerrans	73·	67·2	Gulworthy	28·8	50·
93. Budock	72·8	75·8	Stoke Climsland	28·8	25·5
94. Plymouth, St. Andrews, girls.	72·6	80·7	Plymstock, girls	28·8	20·
95. St. Paul, girls	72·3	86·1	Ivybridge	28·5	23·5
96. St. Ive	71·9	77·9	North Huish	28·5	24·
97. Harberton	71·8	85·9	Plympton, St. Mary's	28·4	32·1
98. Plymouth, Charles, boys.	71·7	85·9	Helston, girls	27·8	31·4
99. St. Breward	71·2	67·4	Penryn, girls	27·7	27·
100. Bickleigh	71·2	45·	Calstock	27·6	27·5
101. Compton Gifford	70·8	54·3	Stonehouse, boys	27·5	23·
102. Plymouth, St. Andrews' Chapel, boys.	70·7	61·4	Luckett	27·5	13·3
103. Devonport, St. James, boys.	70·6	68·8	St. Neot's, girls	27·2	11·7
104. Tideford	70·4	66·6	South Hill	27·2	18·5
105. Camborne, girls	70·2	51·6	St. Mary Tavy, boys	27·1	43·3
106. Mylor Bridge, boys	70·2	74·3	Falmouth, boys	26·8	33·3
107. Gulval	70·2	93·3	Gulval	26·7	33·3
108. Trevenson, girls	70·	76·3	Kilkhampton	26·7	28·
109. Plymouth, St. Andrews' Chapel, girls.	69·6	59·3	Plymouth, St. Andrew's, girls.	26·7	26·3
110. Plymouth Grey, boys	69·5	77·3	Gwennap, boys	26·1	32·9
111. Milton Abbot, Duke of Bedford's, boys.	69·3	79·	St. Buryan	26·1	36·6

Schools arranged according to Percentage of Passes on Examination.	1868-9.	1866-7.
112. *Phillack*, girls	69·2	—
113. Dittisham	69·1	80·7
114. Bodmin, girls	69·	72·2
115. Penzance, boys	69·	74·6
116. Camelford	68·5	69·3
117. Mylor Bridge, girls	68·5	50·
118. Devonport, St. Stephen's, boys.	68·3	61·4
119. Plymouth, St. Peters', boys.	68·3	72·3
120. Hooe	68·1	74·8
121. Tywardreath, girls	68·	73·8
122. Merrymeet	68·	69·7
123. *Sydenham Damarel*	67·9	
124. Grade	67·5	85·1
125. Dartmoor Prison, boys.	67·5	86·9
126. Menheniot	66·6	80·3
127. Calstock	66·1	68·6
128. Launceston	66·	40·
129. Paignton, girls	65·1	55·5
130. St. Blazey, boys	65·5	75·4
131. South Hill	63·6	45·3
132. Boscastle	63·6	65·3
133. Illogan, boys	63·	66·5
134. *Wendron*	63·	—
135. Crowan, girls	63·	58·
136. North Huish	62·8	73·9
137. *Stoke Fleming*	62·8	—
138. St. Wenn	62·5	69·4
139. Polruan	62·3	72·8
140. *Lanhydrock*	62·3	—
141. Plymouth, St. James', boys.	62·2	62·3
142. Brixham, girls	61·8	61·1
143. St. Erth, girls	61·6	63·7
144. St. Feock	61·3	64·8
145. *Dartmeet*	61·1	—
146. Saltash	60·7	67·5
147. St. Mary Tavy, boys	60·2	81·6
148. Aveton Gifford	59·8	68·7
149. Holsworthy	59·4	60·
150. Baldhu	58·7	—
151. Callington	58·1	70·8
152. Plymouth, Ch. Ch., boys.	58·	56·7
153. Plymouth, St. James', girls.	58·	48·1
154. Stoke Gabriel	57·5	49·3
155. Clowance	57·5	78·3
156. St. Austell, girls	57·5	56·9
157. St. Tudy	56·5	57·3
158. *Thurlestone*	56·1	—
159. Plymouth, Ch. Ch., girls.	56·	56·8
160. Devonport, St. Stephen's, girls.	55·5	51·5
161. Salcombe, girls	54·7	44·6
162. Chacewater	54·6	—
163. Dartmouth, boys	53·	69·8
164. Kelly	52·8	63·5
165. *St. Stephen's (Saltash).*	52·6	—
166. Dartmoor Prison, girls	52·	66·6
167. St. Agnes	51·6	92·4
168. *Ugborough*	50·9	—
169. Mawnan	50·7	40·7
170. Penryn, girls	49·3	56·2
171. Devonport, St. Paul's	49·1	31·4
172. Truro, Practising	49·1	71·1

Schools arranged according to Percentage of Children grouped in Standards IV.–VI.	1868-9.	1866-7.
Truro, Central, girls	26·	28·9
Lanhydrock	26·	—
St. Ives, boys	25·7	13·5
Salcombe, girls	25·6	42·
Dodbrooke	25·5	18·7
St. Stephen's (St. Austell).	25·3	34·3
Tywardreath, boys	25·	32·5
Dartmouth, boys	25·	20·3
Illogan, boys	25·	34·5
Harberton	24·4	23·9
West Alvington	24·2	20·
Polruan	23·9	25·
Baldhu	23·6	—
Chacewater	23·6	—
Carnmenellis	23·6	16·3
Truro, St. Mary's, girls	23·5	13·7
Aveton Gifford	23·5	20·
Saltash	23·5	26·2
Paignton, girls	23·2	24·4
Plymouth, Charles, girls	23·	25·2
Stoke Fleming	22·8	—
St. Ives, girls	22·7	11·4
Sydenham Damarel	22·6	—
Grade	22·2	36·8
Compton Gifford	21·8	33·3
Bodmin, girls	21·8	13·9
Mawnan	21·7	62·5
Holsworthy	21·6	25·4
Halsetown	21·6	17·7
St. Neot's, boys	21·6	12·5
Devonport, St. Mary's, boys.	21·4	20·4
Stonehouse, girls	21·4	41·1
Marldon	21·2	25·8
Plymouth, Trinity, boys	20·9	17·3
Tywardreath, girls	20·8	10·3
Bickleigh	20·6	23·
Plymouth, St. James', girls.	20·	17·6
Cornwood	20·	21·4
Pensilva	19·8	14·8
Phillack, girls	19·6	—
Callington	19·5	25·3
Sancreed	19·3	27·8
Milton Abbott, girls	18·9	24·
Launceston	18·8	8·8
St. Stephen's (Saltash)	18·4	—
Holbeton	18·1	11·7
Plymouth, Millbay	18·1	—
Tavistock, girls	17·6	48·
Street	17·1	—
Buckland Monachorum	16·6	—
St. Austell, girls	16·3	21·1
Lerrin	16·3	—
Rattery	16·	25·
Devonport, St. Paul's	15·7	—
St. Minver	15·5	—
Marazion, girls	15·	—
Penzance, girls	14·	20·5
Plymouth, Ch. Ch., girls	13·1	24·4
South Huish	13·	—
St. Agnes	12·9	12·2
Meavy	12·5	—

Schools arranged according to Percentage of Passes on Examination.			Schools arranged according to Percentage of Children grouped in Standards IV.–VI.		
—	1868-9.	1866-7.	—	1868-9.	1866-7.
173. Marldon	48·4	72·6	Plymouth, St. Peter's, girls.	12·1	24·2
174. Paignton, boys	46·4	75·5	*Lelant*	11·9	—
175. Tavistock, girls	48·3	55·	*St. Issey*	11·1	—
176. Plymstock, girls	48·1	52·2	*St. Kew*	10·2	—
177. Brixham, boys	44·4	40·2	*Ugborough*	5·4	—
178. Altarnun	37·	63·8	*Chillaton*	4·1	—
179. St. Peters, Tavy	36·6	54·7	*Dartmeet*	—	—
180. Falmouth, boys	36·5	31·5	*Thurlestone*	—	—

I have the honour to be, &c.
E. P. ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year ending August* 31*st*, 1869, *by Her Majesty's Inspector, the* Rev. H. B. BARRY, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* GLOUCESTER *and* SOMERSET.

MY LORDS, December 1869.

District, alteration of.

BY a letter dated August 1st, 1867, I was informed by your Lordships' secretary that, as it is for many reasons convenient that the districts of Her Majesty's Inspectors should be based on the same divisions as the census, my range of inspection would from that time be confined to the following census districts:—

	Population in 1861.		Population in 1861.
Williton	19,918	Axbridge	36,106
Dulverton	6,013	Clutton	37,721
Wincanton	21,500	Bath	68,336
Frome	23,704	Keynsham	21,802
Shepton Mallet	16,619	Bedminster	41,257
Wells	21,889		

By this arrangement the following schools no longer form part of my district:—Bristol, St. Mary Redcliffe, Pile Street Infants, Temple Church Infants, and Colston Boys', Poyntington Village, and Kilmington, but Hanham, Warmley, Oldland, and Kington Magna schools are now included in my list.

Population. Number of inspected schools;

My present district contains a population of 344,285. The number of schools in receipt of annual grants held in separate buildings and separately managed is 135; the number of departments in which separate teachers are employed, 180;

of scholars.

the number of children for whom accommodation is provided, 25,214. The number in average attendance was 13,711 or 71·6 per cent. of the number on the books; the number qualified by attendance and examined, 12,005 or 62·6 per cent.; of these 8,369 were over and 3,636 under six years of age. There is an increase as compared with the results in my district two years ago of 2·3 per cent. in the average, and of 3·6 per cent. in the number of children presented.

Income of schools.

The returned income of these schools was derived from the following sources:—

	£	s.	d.		Per-centage of do. in 1867-8.
Endowment	440	1	8, or	2·3 per cent.;	3·3
Voluntary contributions	6,808	12	9 „	36·9 „	33·3
Other sources	181	4	2 „	0·9 „	6·7
School pence	4,038	13	1 „	21·9 „	22·4
Government grant	6,938	3	3 „	37·6 „	31·2

The returned expenditure was 17,305*l.* 12*s.* 7*d.*, of this there was spent on— Expenditure.

	£	s.	d.		Per-centage of do. in 1867-8.
Salaries - - -	13,752	4	6, or 79·2	per cent;	77·6
Books and apparatus -	844	11	5 „ 4·8	„	4·2
Miscellaneous purposes	2,708	16	8 „ 15·6	„	17·0

The grant paid during the last year was 6,938*l.* 3*s.* 3*d.* for day schools, and 206*l.* 2*s.* 11*d.* for night schools, an increase of 1,008*l.* 19*s.* 10*d.* over the sum paid in the previous year. Last grant.

The increase of aided schools during the last two years, though larger than it was in the previous two years, is still small. In the lists of the Christmas examinations appear the names of Thomas Studdle, master of the Wraxall boys' school, of Harriet Biggs, mistress of the Lyncombe Rush Hill, and of Elizabeth Deacon, mistress of the Combe Down infants' school. Two of these, Mr. Studdle and Miss Deacon, had been pupil-teachers. The new schools inspected are Bath, St. Michael's, Castle Cary, and Glastonbury infants', Bridgwater, St. John's, boys' and girls'; Gupworthy, Weston Zoyland, and Yatton mixed schools under a master, and Doulting, Oakhill, Sampford Brett, Thurloxton, Wanstrow, and Witham mixed schools under a mistress, having 1,586 scholars on the books. Against this increase must be set the following schools, which no longer employ qualified teachers: —Clandown infants', Clandown, East Harptree, Huntspill, and Northmoor Green mixed schools under a master, and Coleford mixed school under a mistress, having 368 scholars on the books. The net increase of departments is 13, of scholars 1,221. These additions, consisting in some cases of new departments in old groups of schools, do not materially alter the general relation of unaided to aided schools in my district as given in my last report. On a rough calculation rather more than a third of the 300 parishes with schools are in receipt of grants, and nearly two-thirds of the total number of children in Church schools are instructed by certificated teachers. The system of the Committee of Council embraces almost all the schools in towns, and the great mass of large schools in the country districts. Of the 47 unaided schools containing 60 or more scholars, Bridgwater, St. John's, and Yatton are now under qualified teachers. Considering that from its constitution the Committee of Council do not take the initiative in founding schools, but only extend aid on certain conditions to applicants, these results are in themselves satisfactory, and far greater than might have been expected in face of the difficulties amidst which the Education Department was formed, and the prejudices against which it has had to contend. It is not simply that additional

Increase of schools under inspection.

Decrease.

Present system of Government grants.

Results of.

public support has been given to the aided schools, but that the assistance has in most cases necessitated a change from comparative uselessness to efficiency. It seems now to be generally admitted that as a rule schools under certificated teachers are, as they ought to be, superior to those not in receipt of Government grants. Looking back on the state of opinion in the Church and in dissenting bodies, it does not appear to me that any other action on the part of the State was practicable or could have been so successful. The dark side of the picture is that outside of the present State system still remain nearly two-thirds of the parishes with schools in my district. From the interesting report of the National Society and from my own knowledge and information, I infer that nearly in every parish in the district there are schools fairly attended by scholars, and maintained by the clergy by means of school pence and local subscriptions, but at considerable sacrifices on their part. But the inquiry of the National Society has been limited to ascertaining the quantity and not the quality of the education given.

Unsatisfactory features of.

What is the real condition of the unaided schools it is very difficult to ascertain, because they have never been subject to one uniform examination, the result of which has been made public. It is true that a general diocesan inspection of Church schools in Somersetshire has been carried on under the superintendence of Lord Auckland, whose sad illness for the last two or three years every friend of education in the diocese has special reason to deplore. Some of the Bishop's inspectors, I am glad to say, examine their schools in the standards of the New Code. But the adoption of this plan is the exception rather than the rule. Exact reports are not always made, and when made are not generally communicated to the clergy. Five of the diocesan inspectors have kindly given me an estimate of the schools in their districts, dividing them into good, fair, moderate, and bad. From their judgment, which is probably much more lenient than that of a professional examiner, it is lamentable to see how few of the unaided schools are in a satisfactory condition. The following is a tabulated statement of the results :—

Condition of unaided schools.

As shown by statement of Diocesan inspectors.

	Good.	Fair.	Moderate.	Bad.	Total.
1 - -	4	6	8	17	34
2 - -	0	5	7	5	17
3 - -	0	0	3	4	7
4 - -	4	9	6	5	24
5 - -	7	4	0	13	24
	15	23	24	44	106

Not always known to managers.

It is curious that the real state of a school is sometimes not known by people living on the spot. I have often been told by the clergymen or others that the teacher of a school did not aim at a high education, but that the instruction given was suitable to the children, and as successful as could reasonably be expected. On putting the scholars to the test of a simple yet exact individual examination the managers themselves have been surprised to find that, even judged by their own standard of acquirement for the working population, the school has been a complete failure. There can be no doubt that a universal inspection of elementary schools on the same system and a communication of the results to the managers would be in itself of great importance. In my own case I have found that the simple inspection of schools has often led to their improvement or to the appointment of certificated teachers; and, perhaps, if no change of the present system were contemplated, it might be a good plan so to arrange the districts that each inspector could be required to report on all the schools under his supervision, unaided as well as aided.

Benefits of inspection.

State of unaided schools as shown by my own examinations.

Thirty-seven unaided schools have been inspected by me since my last report. The general result of these examinations is very unsatisfactory, and if these schools are to be accepted as fair specimens of schools not under inspection, they present a deplorable picture of education outside the Government system. It must be taken into account that the inspection in several cases were not expected nor prepared for, but, as a rule, I find that the simple tests presented by the standards of the New Code enable me to distinguish pretty exactly between a fair and hopeful and a bad school. Of these 37 schools I should call eight very fair and hopeful, five fair only, 11 moderate, and 13 at the time of inspection positively bad. Perhaps the most unsatisfactory feature in most of these schools is the state of religious knowledge as tested by simple questions on the narrative of the Bible and, in most cases, the individual repetition of the text of the Catechism. Method and efficiency in oral teaching are points in which the trained greatly excel the untrained teachers.

Mode of supplementing present system of State aid.

In the event of the Legislature empowering the Committee of Council to superintend a provision of elementary education for the whole country, it may not be exceeding the limits of my present report, to express the hope that an enquiry may be made into the educational condition of every district, that provisional grants may be made where such education is hopeful and fairly satisfactory; that where it is inefficient and unsatisfactory the Church or other religious

bodies be given facilities for starting and maintaining schools, but in the absence of power or will on their part to do so, some special machinery to be devised by the Act would then come into operation. Such a proceeding on the part of the State would leave existing efficient schools undisturbed, but would supplement educational destitution where it was proved to exist. The great want in my district as in the whole country is that there should be an efficient elementary school within reach of every working man's child. Without this no measure of any kind for compulsory education could with justice be carried into operation.

Teachers.

Teachers.

The number of assistant teachers employed in my present district is 11, of certificated teachers, 182. This last number includes two certificated assistants, and one master and three mistresses who are provisionally certificated. The number of these latter has diminished partly from their passing the certificate examination, and in two cases from the preference by the managers of older and fully qualified teachers. The number of qualified teachers not regularly trained has increased from 24 in 1867 to 34. I attribute this partly to the inducement held out to pupil-teachers to gain an immediate salary by taking provisional charge of schools, and partly to the additional facilities for examination given under the New Code to acting teachers.

Increase in untrained

Pupil-Teachers.

Pupil-teachers.

The following table gives the fluctuation in the numbers of pupil-teachers whom I have found at work for the five past years in the schools of my district :—

Number in each of last five years.

—	1st Year.		2nd Year.		3rd Year.		4th Year.		5th Year.		Total.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1864–5 - -	8	11	6	6	9	17	13	15	6	14	45	60
1865–6 - -	10	10	7	11	5	6	11	17	8	6	42	50
1866–7 - -	15	15	5	9	8	16	4	6	3	10	34	57
1867–8 - -	17	16	15	24	4	12	10	13	6	9	56	70
1868–9 - -	20	29	16	22	15	22	4	16	11	11	66	100

Important increase of.

It thus appears that an important increase has taken place in the numbers of pupil-teachers during the last two years. The total number which was 105 in the first of the five years, 92 in the second, and 91 in the third, has risen to 126 in 1867–8, and to 166 in 1868–9.

The number of male pupil-teachers which had steadily decreased from 45 to 42, and then to 34, rose in 1868 to 56, and in the present year to 66. The number of schools in which apprentices were employed which was 57 in the first year, 55 in the second and only 47 in the third, rose to 61 in the fourth, and to 71 in the fifth year. This increase in the teaching staff which was so much needed, and which has greatly contributed to the efficiency of the schools in which it has taken place is almost wholly to be attributed to Mr. Corry's minute. At the same time I am glad to observe a greater appreciation on the part of young people and of their parents of the advantages of apprenticeship. The employment of monitors instead of pupil-teachers is objectionable as being less useful to the school and to the monitors themselves.

Suggestions of changes in the examination of.

Under the Old Code pupil-teachers were allowed to skip one year during the apprenticeship, if sufficiently prepared to do so. It is very desirable that this liberty should again be given. Young people of 15 or 16, or even older, whose education has been intermitted or neglected, are often only competent to pass a candidate's examination, but could afterwards be easily prepared for a later year than that at present prescribed. In any revision of Article 88 it would be very desirable that in the examination in grammar and arithmetic separate and definite subjects should be assigned to each year. After consultation with the archbishops a more exact course might be laid down in religious knowledge. Each Inspector has now to make and circulate a syllabus of his own. I would, also, again repeat the suggestion made in my last report, that all the pupil-teachers in the country might with advantage be examined at the same time in the first days of December or at Easter.

BOYS SCHOOLS.

—	On Books.	Number who have been present at all.	Qualified.	Examined.	Per-centage of Passes.	Per-centage of Passes in all Subjects.	Failures in all Subjects.	Increase in Per-centage.	Decrease.
Bathwick - - -	78	122	69	69	100·0	100·0	0	0·0	0·0
Weston Bath - -	82	109	79	78	95·2	85·8	0	0·0	2·1
Pill - - -	115	130	107	104	95·1	88·4	0	0·0	2·6
Bath Walcot - -	174	255	146	132	93·4	82·5	0	3·2	0·0
Frome Selwood - -	91	157	64	54	91·9	77·7	0	0·9	0·0
Bath, St. Saviour's -	79	124	64	50	91·3	76·0	0	0·0	2·3
Glastonbury - -	119	201	93	88	91·1	77·2	0	0·0	1·2
Bridgwater, Dr. Morgan's	163	246	119	84	90·4	72·6	0	5·3	0·0
Wells Central - -	77	127	62	59	90·3	74·2	0	18·3	0·0
Weston-super-Mare -	156	270	127	90	89·6	72·2	0	8·4	0·0

—	On Books.	Number who have been present at all.	Qualified.	Examined.	Per-centage of Passes.	Per-centage of Passes in all Subjects.	Failures in all Subjects.	Increase in Per-centage.	Decrease.
Widcombe - -	127	212	106	82	88·1	73·3	1	3·1	0·0
Bedminster, St. Luke's -	137	264	104	81	87·2	71·6	1	0·0	0·2
Wookey - - -	62	75	44	43	86·8	65·1	0	7·9	0·0
Mells - - -	66	81	64	60	86·6	65·0	0	0·0	8·3
Hanham - - -	109	151	87	86	85·6	66·2	1	—	—
Milborne Port - -	81	118	73	59	84·7	64·4	0	0·0	9·1
Clevedon - - -	95	133	64	58	83·6	65·5	1	0·0	2·4
Bath, Weymouth House	18	202	99	82	83·3	59·7	2	0·0	4·2
Midsomer Norton -	75	100	66	48	83·3	62·5	0	3·5	0·0
Evercreech - -	96	125	63	56	80·9	64·5	0	5·9	0·0
Shepton Mallet -	152	240	136	118	80·6	57·6	6	6·0	0·0
Lyncombe - - -	128	210	92	87	79·3	52·8	1	0·0	8·8
Long Ashton - -	74	106	53	40	79·1	60·0	0	0·0	2·9
Wraxall - - -	59	82	53	46	78·9	56·5	1	0·0	2·1
Bedminster - -	165	187	115	83	76·7	46·9	0	16·0	0·0
Bath, Trinity - -	92	163	75	66	76·7	53·0	2	0·0	14·2
Bath, St. Michael's -	67	108	52	52	74·3	44·2	1	0·0	11·3
Brislington - -	55	70	48	48	71·5	35·3	0	0·0	2·6
Wrington - - -	40	59	31	28	64·2	39·2	2	0·0	10·2

Girls' and Girls' and Infants' Schools.

—	On Books.			Number who have been present at all.	Qualified.	Examined.	Per-centage of Passes.	Per-centage of Passes in all Subjects.	Failures in all Subjects.	Increase in Per-centage.	Decrease.
	Girls.	Boys.	Total.								
Bridgwater - -	83	36	119	168	61	61	100·0	100·0	0	1·7	0·0
Milborne Port -	96	40	136	189	58	46	97·1	91·3	0	7·2	0·0
St. Saviour's, Bath	114	70	184	274	70	68	97·0	88·2	0	0·0	0·7
Bathwick - -	56	0	56	96	46	44	96·8	97·7	0	8·3	0·0
Bath, Weymouth House.	149	0	149	233	111	101	95·8	88·1	0	3·5	0·0
Bath, Trinity -	88	0	88	133	60	58	95·4	89·6	0	1·9	0·0
Frome Selwood -	60	96	156	156	55	41	95·1	85·3	0	16·7	0·0
St. Michael's, Bath	52	0	52	82	43	42	94·5	83·3	0	0·0	3·0
Lyncombe, Girls -	131	0	131	223	107	103	94·1	84·4	0	4·5	0·0
Walcot St. Swithin's	121	0	121	212	88	82	93·4	85·3	0	0·0	2·2
Wells Central -	89	0	89	136	64	60	91·6	78·3	0	7·3	0·0
Long Ashton - -	65	0	65	105	42	35	91·4	80·0	0	12·7	0·0
Weston-super-Mare	164	0	164	250	114	83	89·5	73·8	0	10·4	0·0
Weston, Bath -	71	0	71	105	62	61	89·2	79·2	0	0·0	7·2
Wookey - - -	75	24	99	130	43	41	84·5	53·4	0	2·0	0·0
Wraxall - - -	52	0	52	66	42	30	84·4	60·0	0	7·1	0·0
Pill - - - -	75	0	75	110	69	64	84·3	59·3	0	1·3	0·0
Glastonbury - -	102	0	102	193	66	55	83·6	63·6	0	10·8	0·0
Hanham - -	166	56	222	353	84	71	80·7	55·5	0	—	—
Wrington - -	85	29	114	145	44	43	79·8	60·4	1	1·1	0·0
Bath, Octagon -	60	0	60	78	53	51	79·7	54·9	0	11·0	0·0
Brislington - -	45	0	45	60	41	41	79·6	56·0	1	0·0	1·2
Widcombe - -	55	111	166	358	100	86	79·4	54·6	1	0·0	7·6
Bedminster - -	186	60	246	439	101	78	79·0	55·1	2	1·0	0·0
Clevedon - -	91	0	91	151	52	44	78·7	50·0	1	9·1	0·0
Bedminster, St. Luke's.	137	0	137	214	61	55	69·0	40·0	0	0·0	4·9
Evercreech - -	103	40	143	182	54	40	64·1	46·1	2	22·2	0·0
Shepton Mallet -	112	0	112	188	101	92	62·3	32·0	8	0·0	18·1
Mells - - -	81	19	100	138	68	63	59·7	25·3	4	0·0	7·6

Infant Schools.

—	On Books.			Per-centage of Answers to Questions on the Bible and Catechism.	Qualified.	Examined.	Per-centage of Passes.	Per-centage of Passes in all Subjects.	Failures in all Subjects.	Increase in Per-centage.	Decrease.
	Boys.	Girls.	Total.								
Walcot St. Swithin's,	103	90	193	95·0	38	33	100·0	100·0	0	0·0	0·0
Weston-super-Mare Emmanuel.	109	114	223	81·2	46	26	100·0	100·0	0	19·3	0·0
Timsbury - -	62	58	120	87·8	22	22	100·0	100·0	0	5·8	0·0
Bathwick Victoria	102	89	191	96·4	32	28	98·8	96·4	0	3·8	0·0
Pill - - - -	65	56	121	69·6	28	16	97·9	93·7	0	12·6	0·0
Bath, St. James's -	116	101	217	84·5	42	33	97·4	94·7	0	6·4	0·0
Keynsham - -	58	47	105	76·7	14	13	97·4	92·3	0	0·0	0·7
Bath, St. Michael's	52	37	89	73·6	13	10	96·6	90·0	0	—	—
Bath, Monmouth Place.	70	44	114	93·3	15	15	95·5	86·6	0	0·0	1·9
Bridgwater - -	87	95	182	67·4	44	44	94·6	84·0	0	4·8	0·0
Bedminster, St. Luke's.	114	67	181	76·9	44	37	93·6	83·7	0	5·9	0·0
Shepton Mallet -	89	96	185	89·2	23	22	93·6	81·8	0	10·6	0·0
Lyncombe - -	70	65	135	84·3	52	51	93·4	80·3	0	11·1	0·0
Weston, Bath -	62	61	123	88·3	18	15	91·1	73·3	0	9·3	0·0
Midsomer Norton -	62	64	126	89·1	24	22	90·9	77·2	0	0·0	3·0
Brislington - -	43	50	93	92·5	20	20	90·0	80·0	0	0·0	10·0
Glastonbury - -	63	63	126	68·8	11	6	88·8	66·6	0	—	—
Wells Central -	120	93	213	70·1	29	26	88·4	76·1	0	0·0	3·6
Dulverton - -	45	41	86	78·3	21	15	85·7	60·0	0	2·4	0·0
Widcombe - -	87	81	168	81·4	50	45	82·9	53·3	0	0·0	12·7
West Pennard -	33	46	79	47·2	31	23	81·5	60·8	1	0·0	8·1
Paulton - - -	67	65	132	81·4	19	18	79·6	61·1	1	0·7	0·0
Castle Cary - -	32	53	85	50·0	25	8	79·1	50·1	0	—	—

Mixed Schools under a Master.

—	On Books.			Number who have been present at all.	Qualified.	Examined.	Per-centage of passes.	Per-centage of those who passed completely.	Failed completely.	Increase in Per-centage.	Decrease.
	Boys.	Girls.	Total.								
Spaxton - - -	51	53	104	167	56	52	100·0	100·0	0	0·7	0·0
Twerton - - -	97	73	170	294	79	75	99·5	98·6	0	0·7	0·0
Batheaston - -	89	78	167	239	91	82	97·5	92·6	0	0·0	0·6
Nether Stowey -	51	52	103	156	59	57	96·4	89·4	0	3·6	0·0
Highbridge - -	66	39	105	198	57	47	96·4	89·3	0	22·5	0·0
Congresbury - -	40	55	95	156	49	23	93·9	82·6	0	68·7	0·0
Draycot - - -	37	23	60	74	23	22	93·9	86·3	0	8·8	0·0
Compton Dando -	34	37	71	92	38	36	93·5	86·1	0	0·0	2·3
Stogursey - -	107	113	220	292	130	113	92·9	80·5	0	4·6	0·0
North Petherton -	80	80	160	207	87	73	92·3	83·5	0	0·3	0·0
Cameley - - -	56	49	105	132	66	62	92·3	77·4	0	0·0	1·6
Leigh on Mendip -	49	50	99	130	51	47	92·1	78·7	0	0·7	0·0
Cannington - -	85	75	160	258	90	87	91·9	66·6	0	0·0	3·7
Portishead - -	47	39	86	108	63	54	91·9	81·4	0	1·8	0·0
Weston Zoyland -	72	58	130	165	73	70	90·0	74·2	0	7·1	0·0
Stoke Lane - -	51	65	116	167	77	60	89·0	75·0	1	2·6	0·0
Radstock - - -	111	98	209	293	103	67	88·0	61·1	0	4·5	0·0
Yatton - - - -	90	53	143	180	96	77	87·4	67·5	0	—	—
Timsbury - -	57	44	101	171	84	82	86·9	67·0	0	8·0	0·0
West Pennard - -	19	25	44	73	42	28	86·2	75·0	0	11·5	0·0
Stratton - - -	73	53	126	157	55	48	86·8	66·6	0	0·7	0·0
Worle - - - -	70	80	150	184	77	58	86·7	67·2	0	2·5	0·0
Compton Pouncefoot	37	43	80	91	47	42	86·5	71·4	1	0·0	0·4
South Brent - -	38	26	64	117	35	23	85·5	56·5	0	27·9	0·0
Catcott - - -	59	43	102	127	43	37	85·1	59·4	0	20·3	0·0
Old Cleeve - -	52	32	84	122	49	40	85·0	60·0	0	7·3	0·0
Camerton - -	98	83	181	290	91	71	84·5	66·1	1	3·9	0·0
Bishopsworth - -	47	41	88	125	42	41	83·7	65·8	0	6·6	0·0

—	Books.			Number who have been present at all.	Qualified.	Examined.	Per-centage of Passes.	Per-centage of those who passed completely.	Failed completely.	Increase of Per-centage.	Decrease.
	Boys.	Girls.	Total.								
Keynsham	48	46	94	148	75	54	83·3	51·8	0	13·5	0·0
Buckland	48	58	106	127	50	50	83·3	66·6	2	0·0	2·0
Gupworthy	43	36	79	107	37	32	82·8	59·3	0	4·6	0·0
Over Stowey	45	67	112	125	59	53	82·3	66·0	1	0·0	4·3
Burnham	70	49	119	206	58	51	82·3	60·7	0	0·0	3·9
Dulverton	48	43	91	119	82	72	81·4	61·1	1	0·0	8·7
Kington Magna	74	40	114	136	54	44	81·0	56·8	1	14·4	0·0
Chewton Mendip	61	43	104	217	79	63	80·4	53·9	1	23·8	0·0
Oldland	110	141	251	327	76	56	78·5	48·2	0	—	—
Butleigh	72	72	144	199	80	74	77·9	34·0	1	0·0	3·3
Castle Cary	70	58	128	170	68	59	76·8	49·1	1	9·5	0·0
Brendon Hill	35	29	64	117	26	25	76·0	48·0	0	0·0	0·3
Bridgwater, West Street.	109	136	245	347	74	66	75·3	49·2	1	9·5	0·0
Meare	82	86	168	193	48	28	73·9	47·6	2	0·4	0·0
Warmley	63	72	135	207	58	48	73·6	45·8	0	—	—
Mark	46	31	77	133	54	49	72·7	38·7	1	0·0	1·1
Chew Magna	69	58	127	196	67	48	70·8	39·5	1	0·0	8·5
Marston Bigot	27	36	63	78	44	38	70·6	50·0	1	0·0	0·6
Publow	67	67	134	183	57	33	66·6	27·2	1	0·0	5·2
Banwell	106	93	199	235	115	84	66·2	32·1	0	9·8	0·0
Wellow	47	33	80	123	57	48	60·8	31·2	5	0·0	2·8
Batcombe	41	36	77	109	26	20	56·6	30·0	3	0·0	19·3
Baltonsborough	29	26	55	69	36	32	55·2	21·8	3	0·0	11·4
Paulton	48	88	136	146	94	39	52·8	17·9	6	0·0	7·8
Backwell	41	26	67	93	27	25	49·3	20·0	5	0·0	36·9
Farmborough	40	54	74	136	21	19	47·3	10·5	3	0·0	27·7
Mixed Schools under a Mistress.											
Sampford Brett	37	37	74	92	38	37	98·1	94·5	0	—	—
Stowey	16	28	44	51	16	16	97·9	93·7	0	5·0	0·0
Burrington	40	53	93	117	60	60	96·6	91·6	0	2·5	0·0
Wootton Courtney	65	62	117	128	56	55	96·3	89·0	0	6·5	0·0
Chantry	19	25	44	58	23	23	95·6	82·6	0	7·2	0·0
South Stoke	31	35	66	79	43	43	94·3	86·0	0	3·1	0·0
Kilmersdon	27	71	98	122	42	28	92·8	82·1	0	26·2	0·0
Templecombe	33	31	64	96	41	24	91·6	79·1	0	0·0	3·4
Dulcote	20	35	55	69	19	15	91·1	73·3	0	0·0	0·3
East Walcot	91	113	204	330	72	65	90·7	73·3	1	8·9	0·0
Oakhill	32	48	80	116	35	31	90·0	70·9	0	—	—
Dinder	9	16	25	37	17	14	89·7	71·4	0	23·8	0·0
Doulting	51	42	93	99	60	49	89·1	71·4	0	—	—
Frome, Trinity	80	120	200	290	35	34	88·8	70·5	0	1·8	0·0
Witham	40	36	76	96	44	31	88·8	61·5	0	6·7	0·0
Bruton	54	82	136	238	81	73	88·5	67·1	0	4·2	0·0
Cranmore	25	29	54	67	25	23	88·4	64·0	0	3·6	0·0
Hutton	23	24	47	66	26	23	88·4	73·9	0	15·6	0·0
Thurloxton	26	25	51	77	25	22	86·3	63·6	0	—	—
Weston-super-Mare, Ch. Ch.	111	98	209	310	94	77	81·3	54·5	0	2·2	0·0
Beckington	45	31	76	95	32	25	80·0	52·0	0	27·0	0·0
Berrow	27	25	52	74	18	13	76·9	46·1	0	4·7	0·0
Bath, Beacon Hill	28	49	77	113	51	43	74·4	51·1	2	0·0	1·5
Shepton Montague	21	23	44	54	24	22	74·2	30·9	1	6·0	6·1
Shipham	38	44	82	111	33	28	73·8	42·8	1	0·5	0·0
Berkley	26	27	53	64	30	28	72·6	46·4	1	0·0	10·0
Lyncombe, Rush Hill.	69	59	128	146	52	42	72·2	38·0	0	—	—
Biddisham	15	7	22	38	14	13	71·7	46·1	0	6·9	0·0
Westbury	23	29	52	88	30	27	69·3	37·0	1	19·3	0·0
Churchill	43	35	78	92	32	31	67·7	35·4	—	0·0	5·3
Stogumber	65	66	131	188	76	64	65·5	37·5	2	0·0	30·9
Lulsgate	36	35	71	90	28	22	60·6	18·1	0	15.9	0·0
Wanstrow	25	21	46	65	17	12	58·3	25·0	1	13·9	0·0
Wincanton	62	72	134	183	56	45	57·0	20·0	2	0·0	7·9
Locking	9	29	28	30	18	17	56·8	11·7	1	0·8	0·0
Weston, St. John's	46	62	108	135	29	28	55·9	14·2	4	—	—
High Littleton	50	52	102	190	45	42	54·7	21·4	4	0·0	7·4

MIXED SCHOOLS under PROVISIONALLY CERTIFICATED MISTRESSES.

—	On Books.			Number who have been present at all.	Qualified.	Examined.	Per-centage of Passes.	Per-centage of those who passed completely.	Failed completely.	Increase of Per-centage.	Decrease.
	Boys.	Girls.	Total.								
Dunkerton - -	15	27	42	63	17	16	83·3	50·0	0	16·7	0·0
East Horrington -	28	37	65	82	29	26	68·6	50·0	3	1·4	0·0
Bathampton - -	25	30	55	63	23	20	61·6	35·0	1	0·0	11·7

Under a MASTER.

Huish Champflower	16	19	35	72	16	13	69·2	30·7	0	—	—

Batheaston and Bridgwater West Street boys' and girls' schools are now mixed schools under a master. One result of the change has been a great improvement in the arithmetic of the girls. Nettlecomb Yard school has been placed under the inspection of my colleague, Mr. Waddington. By the wish of the managers, Dunster was not inspected this year. At Farmborough, Highbridge, South Brent, and Worle masters have been appointed instead of mistresses; at Stratton a certificated has replaced a provisionally certificated master; at Biddisham a fully qualified has succeeded a provisionally qualified mistress; at Bathampton and Huish Champflower provisionally qualified have replaced fully qualified teachers. Remarks on preceding tables.

In estimating the number of children at school, the ordinary method is to take the number on the books on the last day of the inspectional year. Although an irregular attendance is of little use to the scholars themselves, yet, in accounting for the juvenile population, it is important to know the number who have been at school at all during the year. This number is given in the second column to the right of the preceding tables. It may not be absolutely correct, as it has been obtained by adding the number who have left during the year to the number on the books, but it may give an approximate view of the numbers who make some use or other of the school. In boys' schools the number on the books is 2,932, but the number who have attended at all 4,427; in girls' schools the first number is 3,339, the last 5,217; in mixed schools under a master 6,364 and 9,081; Number of scholars who have been present at all.

and in mixed schools under a mistress 3,114 and 4,894. I have not made the same calculation for infant schools, as the names of most of those who have left appear on the books of the upper schools.

Notation, improvement in.

I am glad to state that since the general requirement that sums should be dictated to the children, a great improvement has taken place in notation. Mistakes in the writing down of figures are now comparatively rare. Teachers should keep up the practice of notation in the upper as well as in the lower standards.

General per-centages of passes.

The total number of children presented for examination was 8,369, of whom 4,813 were in boys' or mixed schools under a master, 3,005 in girls' or mixed schools under a mistress, and 551 in infants' schools. Of these 7,758, or 92·6 per cent., passed in reading, 7,213, or 86·1 per cent., in writing, and 6,217, or 74·2 per cent., in arithmetic. The general per-centage of passes was 84·3. Compared with the results in 1867–8, there is an improvement in the general per-centage of 3·3, in reading of 1·6, in writing of 5·1, and in arithmetic of 4·0 per cent.

Contrast between Old and New Code.

The common contrast between schools under the Old and the New Code is that under the former the upper classes were more advanced, but the lower classes neglected; under the latter the lower classes are carefully taught, while the upper classes have gone back in attainment. There is a great deal of general truth in this, except that in good schools under the Old Code all classes were attended to. Of the two it is undoubtedly more important that the mass of the school and the younger children should be carefully grounded in elementary points. But it is, I think, possible to have the lower classes as carefully taught as now, and yet to have upper classes as advanced as they were before, if sufficient inducements are held out by the Committee of Council. The New Code was introduced to remedy certain deficiencies exposed in the Report of the Royal Commissioners. In the expressive language of the Letter of Instructions issued at the time, Article 48 was said not to prescribe that if thus much is done a grant shall be paid, but unless thus much is done no grant shall be paid. The State insisted upon a certain progress in elementary subjects, but left the more advanced instruction to the option and control of local management. Proper discipline, and in Church of England schools a due progress in religious knowledge, were insisted on more stringently than before, but beyond these and the requirements of the standards nothing more was requisite

to obtain the full grant. Now there is always a tendency both in teachers and pupils to confine themselves to the minimum of requirement. Attention is concentrated on the subject which pays to the exclusion of all others. This result took place under the New Code. The higher subjects, such as geography, grammar, and history, almost disappeared; no rules in arithmetic were taught except those required in Article 48. While, however, the upper classes suffered, the mass of the school undoubtedly gained.

Tendency of teachers to comply with the minimum of requirement only.

By the introduction of the New Code the relation between the State and elementary schools was also materially changed. Under the Old Code the Inspector examined according to the course of instruction settled by the managers of the school, and if he was generally satisfied the grant was paid. By the New Code the State has divided the school into six or a less number of classes, and has exactly prescribed the general character of the reading books, the kind of writing and spelling, and the precise rules in arithmetic to be taught in each class, and on the fulfilment of these and other requirements the grant depends. That all schools should have complied with these regulations is on the whole beneficial. But this change of action throws an additional amount of responsibility on the Education Department.

Alteration in relation of the State to elementary schools under New Code.

In any revision of the present system it will be for the Committee of Council to consider the nature and extent of education desirable for the working classes. The character of such education may either remain precisely as it is, or, as I should recommend, may be enlarged by the introduction of additional standards, thus extending the present system, holding out additional inducements to children to remain at school, and restoring the upper classes to their former proficiency. What the State requires will be done; what the State does not require will generally be neglected. For instance, the new Minute requires the teaching of one higher subject at least, and, as a rule, one such subject only is taught.

This alteration should be taken into account in any revision of the present system.

The great defect in the present working of the New Code that so few scholars are presented in the upper standards might be remedied by so re-adjusting the present grant that an additional payment should be made for all passes in these standards. One method of doing this would be to make an additional pass in spelling from the fourth standard upwards. Such a change would greatly improve the penmanship of the upper standards, which has a tendency to deteriorate as the children advance in the school.

Presentation of too many children in lower standard, how to be remedied.

NIGHT SCHOOLS.

—	On Books.			Qualified.	Examined.	Per-centage of Passes.	Per-centage of those who passed completely.	Failed completely.	Increase in Per-centage over 1866-67.	Decrease.
	Male.	Female.	Total.							
Lyncombe, Male	62	0	62	43	42	97·6	92·8	0	—	—
Bath, St. Saviour's	19	0	19	15	14	97·6	92·8	0	—	—
Bath, Trinity	28	0	28	23	19	94·7	89·4	0	—	—
Warmley	78	60	138	13	12	94·4	83·3	0	—	—
Cutcott	—	—	—	14	6	94·4	83·3	0	—	—
Wootton Courtney	—	—	—	—	6	94·4	83·3	0	—	—
Timsbury	36	0	36	28	27	93·8	88·8	0	—	—
Midsomer Norton	37	0	37	33	20	91·6	80·0	0	15·5	0·0
Mells	19	0	19	18	18	90·7	77·7	0	0·0	3·2
Widcombe	18	0	18	16	13	89·7	61·5	0	—	—
Lyncombe, Female	0	19	19	18	16	89·5	75·0	0	—	—
Burrington	10	0	10	10	9	88·8	77·7	0	—	—
North Petherton	—	—	26	21	20	88·3	75·0	0	12·2	0·0
Weston Bath	20	0	20	12	11	87·8	72·7	0	—	—
Stratton	31	0	31	19	16	87·5	68·7	0	—	—
Compton Pauncefort	14	11	25	10	10	86·6	70·0	0	0·0	2·2
Bruton	24	30	54	30	24	86·1	58·3	0	—	—
Castle Cary	45	30	75	54	51	85·6	68·6	0	0·0	9·9
Cannington	—	—	34	28	28	84·5	60·7	0	4·2	0·0
Wellow	28	0	28	19	19	84·2	73·6	1	—	—
Butleigh	37	0	37	25	22	83·3	59·0	0	—	—
Nether Stoney	26	15	41	26	20	83·3	65·0	0	—	—
Wells Central	47	0	47	17	14	83·3	71·4	1	11·9	0·0
Bishopsworth	—	—	24	15	14	83·3	57·1	0	0·0	8·3
Buckland Denham	22	0	22	19	19	80·7	47·3	0	—	—
Banwell	15	0	15	14	11	78·7	45·4	0	2·6	0·0
Weston Zoyland	41	0	41	33	31	78·4	58·0	0	—	—
Marston Bigot	11	0	11	7	7	76·1	42·8	0	—	—
Leigh-on-Mendip	15	0	15	4	4	75·0	50·0	0	0·0	8·3
Spaxton	19	0	19	15	10	73·3	40·0	0	3·3	0·0
Batheaston	25	0	25	20	17	72·5	52·9	0	0·0	17·0
Lyncombe, Bush Hill	38	5	43	35	24	72·2	29·1	0	—	—
Paulton	30	0	30	—	9	70·3	44·4	0	—	—
Stogursey	47	0	47	21	16	66·6	37·5	0	—	—
Clevedon	39	0	39	23	21	63·4	22·7	0	—	—
Over Stowey	27	0	27	21	9	59·2	11·1	0	0·0	32·9

The night schools, increase of.

There is a further increase in the number of night schools. The number which was 24 in the year ending August 31st, 1867, is now 35. In towns and adjacent villages one teacher might be conjointly appointed to several night schools, and in such cases a higher rate of grant would be desirable. It is difficult for teachers with apprentices in large schools efficiently to instruct night classes.

Oral examination, method of.

In oral examination I still follow the plan of noting on a prepared form whether or not the question is answered by the child to whom it is addressed. It takes somewhat more time and trouble to do this, but, I think, the time well spent if it ensures during a whole year more attention to

Faults of.

the individual progress of each scholar. The fault I find still with a good deal of oral examination is that it consists of a string of well known questions to which answers are given by rote. Whatever be the basis of instruction, whether a passageof the Bible, or a part of the Catechism,

or a suitable exposition of any subject, the examination upon it should be so habitually conducted as to require the attention and elicit the intelligence of every member of the class. More is involved in this than the mere knowledge gained and reproduced; no less than the awakening, direction, and exercise of the understanding for the time and for the whole of after life. Here clerical supervision as it is exercised in some schools is most valuable, not the giving of a set of lessons to one class only, but the revision and examination of the whole school, carefully keeping to the basis of instruction of the principal or assisting teachers, yet on that basis asking searching and intelligent questions, and imparting a tone and point and moral to the lessons already given on the Bible and Catechism.

Clerical supervision, how best exercised.

The tables which follow give the per-centage of answers to questions on Holy Scripture and Catechism. From them it appears that of 126 schools, deducting 20 not previously examined, the per-centage of answers as compared with the results in 1866–7, has increased in 88, remained practically the same in 7, and has fallen off in 31.

Remarks on results of examination in religious knowledge.

The number of schools in which geography is taught has increased from 73 in 1867 to 92 in the present year. Geography is the common and perhaps the most useful subject in which schools in my district qualify themselves for grants under Mr. Corry's Minute. It is evidently a popular lesson with young people, and it is interesting to observe how their faces brighten when a map is placed before them. To impress upon the children the use and the broad features of a map is much more important than to teach them the heights of mountains and the length of rivers. For this purpose and for examination blank maps are very useful.

Geography.

In 1867 and in the present year grammar was only taught in 22 schools. Throughout the teaching of grammar its practical use and application should be kept in view. For this purpose children should as soon as possible be instructed in the rules of syntax, and taught to apply these rules to speaking and writing. After exercises in composition a very useful lesson might be given pointing out the errors made by the scholars and the rules they violate. Faults peculiar to the district in which the school is situated should be specially noticed.

Grammar.

The number of schools in which history is taught has fallen from 22 in 1867 to 13 in the present year. English history in elementary schools too often begins with the Britons and ends with the Norman Conquest. It would

and History.

be more useful to give lessons on history nearer our own times, commencing with the reign of Henry VII. or of James I., and including the most recent events.

SCHOOLS arranged according to the PER-CENTAGE of ANSWERS to QUESTIONS on the BIBLE and CATECHISM.

School.	Per-centage of Answers.	Increase.	Decrease.
Bathwick, Boys	97·8	3·4	0·0
Bridgwater, Girls	95·8	45·6	0·0
Twerton, Mixed	90·2	8·9	0·0
Spaxton, Mixed	89·5	4·9	0·0
Wootton Courtney, Mixed.	89·4	29·6	0·0
Bathwick, Girls	89·4	4·3	0·0
West Pennard, Upper	88·2	12·6	0·0
Kington Magna, Mixed	87·5	—	—
Stogursey, Mixed	87·0	22·5	0·0
Bath, St. Saviour's, Girls.	86·9	9·8	0·0
Wellow, Mixed	86·4	15·5	0·0
Weston Bath, Boys	85·5	7·8	0·0
Weston, Bath, Girls	85·0	7·6	0·0
Dinder, Mixed	84·6	21·0	0·0
Lyncombe, Girls	83·1	12·2	0·0
Mells, Boys	82·3	0·2	0·0
Chantry, Mixed	82·3	0·0	6·4
Walcot, Girls	81·6	0·0	6·4
South Stoke, Mixed	81·4	5·1	0·0
Burrington, Mixed	80·8	1·8	0·0
Hutton, Mixed	80·8	29·6	0·0
Cannington, Mixed	80·7	8·4	0·0
Batheaston, Mixed	80·6	6·7	0·0
Bath, Trinity, Girls	80·5	10·0	0·0
North Petherton, Mixed.	80·0	5 5	0·0
Bath, St. Michaels', Girls.	80·0	8·9	0·0
South Brent	79·5	17·3	0·0
Bath, St. Saviour's, Boys.	79·1	18·0	0·0
Brislington, Girls	79·1	7·9	0·0
Walcot, Boys	78·2	7·8	0·0
Widcombe, Boys	78·0	6·6	0·0
Shepton Montague, Mixed.	77·9	—	—
Bath, Weymouth House, Girls.	77·7	0·4	0·0
Frome, Trinity, Mixed	77·5	1·1	0·0
Nether Stowey, Mixed	77·0	0·0	6·4
Compton Dando, Mixed	77·0	19·9	0·0
East Walcot, Mixed	76·2	0·0	7·4
Pill, Boys	76·0	0·0	1·1
Widcombe, Girls	75·9	0·0	3·2
Glastonbury, Boys	75·8	4·7	0·0
Meare, Mixed	75 8	5·3	0·0
Shepton Mallet, Boys	75·7	8·7	0·0
Sampford Brett, Mixed	75·7	—	—
Chewton Mendip, Mixed.	75·4	20·9	0·0
Wells, Girls	75·4	24·0	0·0
Compton Pauncefoot, Mixed.	75·3	12·1	0·0
Highbridge, Mixed	75·2	23·3	0·0
Over Stowey, Mixed	75·1	14·3	0·0
Doulting, Mixed	75·1	—	—
Bedminster, Boys	75·0	11·6	0·0
Pill, Girls	75·0	0·6	0·0
Wookey, Girls	74·5	0·0	1·1
Stogumber	74·4	0·0	7·7
Old Cleeve Mixed	74·1	28·5	0·0
Bath, Beacon Hill, Mixed.	73·5	14·9	0·0
Bruton, Mixed	73·3	0·9	0·0
Frome, Girls	73·2	16·5	0·0
Butleigh, Mixed	73·0	6·2	0·0
Frome, Boys	72·8	8·3	0·0
Long Ashton, Girls	72·8	24·2	0·0
Weston, Bath, St. John's, Mixed.	72·7	—	—
Congresbury, Mixed	72·6	20·0	0·0
Lyncombe, Boys	72·3	19·6	0·0
Churchill, Mixed	72·0	1·2	0·0
Radstock, Mixed	71·9	14·0	0·0
Milborne Port, Boys	71·7	—	—
Wookey, Boys	71·3	0·0	2·4
Oakhill, Mixed	71·2	—	—
Shipham, Mixed	71·2	18·9	0·0
Dulcote, Mixed	70·9	8·6	0·0
Bridgwater, West Street, Mixed.	70·7	29·3	0·0
Wells, Boys	70·7	15·8	0·0
Baltonsborough, Mixed	70·7	22·4	0·0
Shepton Mallet, Girls	70·6	24·7	0·0
Cranmore, Mixed	70·0	11·6	0·0
Templecombe, Mixed	69·7	0·6	0·0
Bedminster, St. Luke's, Girls.	66·6	23·3	0·0
Buckland Denham, Mixed.	66·6	17·7	0·0
Evercreeeh, Girls	68·3	11·6	0·0
Locking, Mixed	68·3	4·7	0·0
Weston Zoyland, Mixed	68·2	—	—
Stratton, Mixed	67·9	23·3	0·0
Gupworthy, Mixed	67·5	—	—
Leigh-on-Mendip, Mixed	67·4	5·2	0·0
Wrington, Girls	67·4	0·0	5·5
Midsomer Norton, Boys	67·2	0·0	12·0
Weston Ch. Ch., Mixed	66·4	5·0	0·0
Evercreech, Boys	65·6	0·0	3·5
Weston-super-Mare, Girls.	65·1	0·0	5·7
Beckington, Mixed	65·1	11·6	0·0
Bathampton, Mixed	65·0	0 0	6·2
Wincanton, Mixed	64·8	17·6	0·0
Stoke, St. Michael	64·2	0·0	0·3
Stowey, Mixed	64·2	9·7	0·0
Bath, Octagon, Girls	64·0	3·3	0·0
Catcott, Mixed	63·8	9·2	0·0
Huish Champflower, Mixed.	63·4	—	—
Berkley, Mixed	62·1	16·1	0·0
Bath, Trinity, Boys	62·0	0 0	22·9
Burnham, Mixed	61·8	18·6	0·0
Milborne Port, Girls	61·7	8·6	0·0
Batcombe, Mixed	61·6	0·0	1·0
Portishead, Mixed	60·8	13·0	0·0
Banwell, Mixed	60·7	10·5	0·0
Thurloxton, Mixed	60·7	—	—
Hanham, Boys	60·0	—	—
Wrington, Boys	60·0	0·0	15·9
Bishopsworth, Mixed	58·5	9·5	0·0
Dunkerton, Mixed	57·7	0·0	18·6
Wraxall, Boys	57·6	—	—

School.	Per-centage of Answers.	Increase.	Decrease.	School.	Per-centage of Answers.	Increase.	Decrease.
Bedminster, Girls -	57·2	0·0	5·2	Bath, St. Michael's, Boys.	52·5	8·9	0·0
East Horrington, Mixed	57·1	1·4	0·0	Timsbury, Mixed -	51·9	3·1	0·0
Berrow, Mixed - -	56·6	3·2	0·0	Chew Magna, Mixed -	51·5	0·0	20·9
Backwell, Mixed - -	56·3	6·9	0·0	Mark, Mixed - -	51·4	8·7	0·0
Draycot, Mixed - -	56·3	0·0	5·3	Brislington, Boys - -	50·7	0·0	1·8
Lulsgate, Mixed - -	56·0	10·0	0·0	Witham, Mixed - -	50·0	—	—
Mells, Girls - - -	55·2	0·2	0·0	Hanham, Girls - -	48·2	—	—
Brendon Hill, Mixed -	55·0	0·0	2·5	Keynsham, Mixed -	48·1	19·0	0·0
Wanstrow, Mixed -	55·0	—	—	Wraxall, Girls - -	46·7	0·0	41·5
Publow, Mixed - -	54·9	0·0	8·1	Lyncombe, Rush Hill, Mixed.	46·3	—	—
Bridgwater, Dr. Morgan's, Boys.	54·8	0·0	11·9	Farmborough, Mixed -	44·0	0·0	16·0
Oldland, Mixed - -	54·8	—	—	Worle, Mixed - -	41·5	0·0	0·9
Kilmersdon, Mixed -	54·8	0·0	16·6	Camerton, Mixed - -	41·2	0·0	0·1
Bath, Weymouth House, Boys.	54·3	0·0	5·6	Bedminster, St. Luke's, Boys.	41·0	0·0	7·4
Clevedon, Boys - -	53·2	0·0	16·2	Westbury, Mixed - -	39·9	0·0	3·7
Weston-super-Mare, Boys.	53·1	0·0	7·4	Long Ashton, Boys -	33·3	0·0	13·8
Warmley, Mixed - -	52·8	—	—	Yatton, Mixed - -	33·1	—	—
Clevedon, Girls - -	52·7	0·0	11·6	High Littleton, Mixed -	28·7	5·7	0·0

Geography.

—	Numbers examined.	Per-centage of Answers.	Increase.	Decrease.	—	Numbers examined.	Per-centage of Answers.	Increase.	Decrease.
Weston, Bath, Boys	18	100·0	6·7	0·0	Shepton Montague, Mixed.	13	84·6	—	—
South Stoke, Mixed	14	100·0	—	—	Frome, Boys - -	20	84·0	—	—
Chantry, Mixed -	8	97·5	—	—	Portishead, Mixed -	14	83·3	40·9	0·0
Bathwick, Boys -	19	97·2	0·0	2·8	Bath, St. Saviour's, Boys.	13	83·3	27·8	0·0
Stowey, Mixed -	13	96·9	46·9	0·0	Timsbury, Mixed -	27	82·9	—	—
Cannington, Mixed	32	96·1	11·0	0·0	Leigh-on-Mendip, Mixed.	15	82·2	—	—
Spaxton, Mixed -	35	95·8	43·5	0·0	Stratton, Mixed -	14	82·1	—	—
Wookey, Boys -	13	95·8	50·4	0·0	West Pennard, Upper.	25	82·0	0·0	6·0
Brislington, Girls -	12	95·8	12·0	0·0	Weymouth House, Bath, Girls.	30	81·6	—	—
Bath, Trinity, Girls	16	95·3	—	—	Kington Magna, Mixed.	20	81·2	—	—
Bridgwater, Girls -	19	95·2	—	—	Glastonbury, Boys	19	80·9	0·0	4·6
Batheaston, Mixed	21	95·0	33·7	0·0	Clevedon, Boys -	18	80·3	38·2	0·0
Bath, Octagon, Girls	18	94·2	—	—	Widcombe, Boys -	31	79·0	11·3	0·0
Long Ashton, Girls	8	93·7	—	—	Bath, Trinity, Boys	20	78·9	8·9	0·0
Nether-Stowey, Mixed.	21	93·4	5·9	0·0	Wellow, Mixed -	17	78·1	—	—
Bishopsworth, Mixed.	19	93·1	32·4	0·0	Bunham, Mixed -	14	78·1	26·2	0·0
Twerton, Mixed -	36	92·6	2·9	0·0	Bath, Weymouth House, Boys.	22	77·2	16·7	0·0
Wootton Courtney, Mixed.	12	92·5	48·8	—	Buckland Denham, Mixed.	13	76·9	34·1	0·0
Pill, Boys - -	25	92·0	—	—	Catcott, Mixed -	33	76·7	—	—
Wells, Central, Girls	12	91·6	—	—	Frome, Selwood, Girls.	16	75·5	—	—
North Petherton, Mixed.	22	91·5	—	—	Evercreech, Boys -	24	74·6	23·1	0·0
Walcot, Girls -	30	90·0	0·0	0·9	Bath, St. Saviour's, Girls.	22	74·5	0·0	3·6
Weston, Bath, Girls	13	89·7	—	—	Cameley, Mixed -	39	74·3	0·0	6·7
Evercreech, Girls -	23	89·5	39·5	0·0	Long Ashton, Boys	17	73·5	23·5	0·0
Over Stowey, Mixed	19	89·3	39·3	0·0	Clevedon, Girls -	11	71·4	—	—
Stogursey - -	44	88·4	30·1	0·0	Dulverton, Mixed -	26	69·4	—	—
Wookey, Girls -	18	87·5	40·6	0·0	Pill, Girls - -	13	69·2	—	—
Highbridge, Mixed	13	87·5	—	—	East Walcot, Mixed	16	69·1	—	—
Dinder, Mixed -	6	87·5	51·2	0·0					
Banwell, Mixed -	18	86·1	—	—					
Dulcote, Mixed -	19	85·3	—	—					
Butleigh, Mixed -	20	84·7	52·7	0·0					
Bath, St. Michael's, Girls.	44	84·6	—	—					

—	Numbers examined.	Per-centage of Answers.	Increase.	Decrease.	—	Numbers examined.	Per-centage of Answers.	Increase.	Decrease.
Weston-super-Mare, Girls.	31	68·9	23·1	0·0	Weston-super-Mare, Boys.	36	56·6	20·5	0·0
Bathwick, Girls -	11	63·3	—	—	Bathampton, Mixed	8	56·6	—	—
Compton, Pauncefoot, Mixed.	20	66·6	—	—	Wrington, Girls -	12	54·5	7·9	0·0
Widcombe, Girls -	27	66·2	0·0	21·6	Berkley - -	7	54·2	—	—
Paulton, Mixed -	19	65·7	50·4	0·0	Wrington, Boys -	11	52·2	0·4	0·0
Lyncombe, Girls -	25	65·2	20·8	0·0	Bridgwater, Dr. Morgan's, Boys.	85	50·0	1·9	0·0
Bath, St. Michael's, Boys.	19	65·0	0·0	29·1	Radstock, Mixed -	30	46·6	—	—
Walcot, St. Swithin's, Boys.	41	63·7	19·3	0·0	Marston Bigot, Mixed.	15	46·6	—	—
Keynsham, Mixed -	11	63·6	—	—	Mark, Mixed - -	17	39·6	—	—
Bath, Beacon Hill -	15	61·9	5·3	0·0	Mells, Girls - -	21	35·0	—	—
Bruton, Mixed -	28	61·1	2·3	—	Yatton, Mixed -	23	34·7	—	—
Publow, Mixed -	15	60·0	—	—	Brislington, Boys -	30	30·0	0·0	30·6
Wraxall, Boys -	25	57·8	—	—	Churchill, Mixed -	14	28·5	—	—
					Stoke Lane, Mixed	45	22·2	—	—

GRAMMAR.

Cannington, Mixed	32	97·8	9·0	0·0	Spaxton, Mixed -	17	86·6	10·0	0·0
South Stoke, Mixed	14	96·4	36·4	0·0	Brislington, Girls -	12	83·3	—	—
Stratton, Mixed -	14	92·8	—	—	Hanham, Boys -	25	82·5	—	—
Nether Stowey, Mixed.	9	92·5	0·0	1·2	Mells, Boys - -	42	80·9	0·0	3·4
Cameley, Mixed -	39	92·3	—	—	Portishead, Mixed -	14	78·5	—	—
Weston, Bath, Boys	18	91·6	—	—	Hanham, Girls -	20	75·0	—	—
Weymouth House, Bath, Boys.	22	91·3	—	—	Bridgwater, Dr. Morgan's, Boys.	36	68·7	—	—
West Pennard, Upper.	26	90·2	0·1	0·0	Shepton Montague, Mixed.	13	65·3	—	—
Walcot, St. Swithin's, Girls.	25	88·9	3·7	0·0	Stoke Lane, Mixed	14	64·2	—	—
Stogursey, Mixed -	45	87·8	8·5	0·0	Marston Bigot, Mixed.	15	53·5	—	—
Burrington, Mixed	23	86·9	—	—	Brislington, Boys -	17	41·1	0·0	18·9

HISTORY.

Glastonbury, Boys	19	100·0	—	—	Walcot, St. Swithin's, Boys.	40	74·5	24·5	0·0
Midsomer Norton, Boys.	15	97·6	—	—	West Pennard, Upper.	15	73·3	0·0	1·7
Weston, Bath, Girls	13	94·8	—	—	Bath, Trinity, Boys	20	68·4	0·0	4·9
Weston, Bath, Boys	18	91·6	13·3	0·0	Mells, Boys - -	24	62·5	0·0	9·3
Spaxton, Mixed -	17	90·0	—	—	Bath, St. Michael's, Boys.	19	56·6	—	—
Cannington, Mixed	15	83·3	1·5	0·0	Brislington, Boys -	17	29·4	0·0	17·2
Bath, St. Saviour's, Boys.	13	78·4	15·9	0·0					

MISCELLANEOUS REMARKS AND SUGGESTIONS.

Importance of examination of schools by managers.

I would again urge upon managers of schools the importance of periodical examinations of their schools. Where such a plan is practised I generally find a great improvement has taken place. After each examination the scholars might receive special instruction in the subjects in which they have failed. The papers drawn up by the Rev. E. C. Collard to be procured at the National Society's Depository are well adapted for such examinations.

There is some improvement in the entries made in the log book, though generally it is not so well kept as it might be. The index I frequently find neglected, and its use almost unknown. Log book.

The portfolio in common use is rarely a suitable receptacle of school documents. It is a kind of pocket in which the letters have to be folded up. The best kind of portfolio is one large enough to contain letters open, and either fitted with elastic strings or a spring back or constructed like a scrap book, so that the different documents can be gummed or pasted in. All should be numbered and entered with the numbers in an index. Portfolio.

It would be an improvement if the examination of children who have passed the 6th Standard could be conducted as in the six standards by giving passes for good reading, for composition, and the higher rules in arithmetic. These passes might then be reckoned in Article 54 (*b*) 2. Article 46 *b*.

Not only should the appointment of a new qualified teacher be notified to the Education Department, but it should also be stated whether or not the previous teacher retains his appointment. For want of this information I sometimes find the names both of the new and of the previous teacher entered on the Inspector's form. Notification of change of teachers.

In some schools it is, I fear, the practice to allow the work for a great part of the year to go on with considerable laxity and to make a great and special preparation for the few weeks preceding the inspection. To be sound, thorough, and useful to the scholars in after life, the instruction should proceed so steadily and carefully throughout the year as to require only a general review at its end. So far as an annual examination leads to the cramming of children to pass muster on a particular day it probably does more harm than good. Evil of cramming.

I have the honour to be, &c.

H. B. Barry.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. B. J. BINNS, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BRECON, GLAMORGAN, GLOUCESTER, *and* MONMOUTH.

MY LORDS, December 1869.

Assistance received.

SINCE the publication of my former report I have been engaged, with but few intermissions, in the work of inspection and other official duties. During the greater part of February 1868, however, I was laid up with illness, and in order to prevent my work falling into arrear I was under the necessity of applying to your Lordships for a temporary substitute. The Rev. T. Wilkinson, Her Majesty's Inspector of Episcopal Schools in Scotland, was accordingly deputed to take my place, and it is only due to him to express my grateful acknowledgments of the promptitude with which, at no small inconvenience to himself, he undertook a lengthened journey in order to help an infirm colleague, and of the conscientiousness and efficiency with which he fulfilled the duties assigned to him. Last spring I had also the benefit of a week's assistance from the Rev. S. Pryce, Her Majesty's Inspector of schools in the western counties of South Wales, and was enabled thereby to complete this year the inspection of all the annual grant schools of my district within the prescribed period.

Alteration of district.

The boundaries of my district have within the last two years been considerably altered. Four counties of South Wales, together with a portion of a fifth, have been withdrawn from my supervision, and assigned to my colleague, Mr. Pryce, so that I am now restricted to Glamorganshire and the southern part of Breconshire. To these have been added the entire county of Monmouth, together with that portion of the neighbouring county of Gloucester which is included within census district No. 334. At first a small part of Caermarthenshire, comprising Llanelly and its neighbourhood, was left to me; but Mr. Pryce having kindly offered to relieve me of it, your Lordships were good enough to sanction the arrangement, and census district No. 586 is now included in his circuit. The counties, in which I am engaged, are the seat of a numerous and increasing population, and contain within them nearly all the mineral wealth and metallic works for which South Wales has of late become so famous. According as these sources of wealth become developed, so new schools are continually added to the list of those under inspection, and existing ones, owing to the increase in their attendance, require enlargements and addi-

tions. The work of education, therefore, while it presents in this district many special peculiarities, at the same time furnishes materials of general interest and of hopeful encouragement.

Statistics of schools.

The following tables will show the number of schools I have inspected during the official year ending 31st August 1869:—

Attendance.

TABLE A.—ATTENDANCE, &c.

Schools visited on Account of	Number of Schools.	Departments.	Present at Examination.		Number in average Attendance.		Certificated Teachers.	Pupil-Teachers.	Assistant-Teachers.
			Boys.	Girls.	Boys.	Girls.			
Annual Grants - -	135	195	12,691	10,625	10,452	8,286	200	220	3
Simple Inspection -	14	14	327	382	59	55	0	0	0

Ages of children on school registers.

TABLE B.—AGES of CHILDREN on SCHOOL REGISTERS.

—	Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.
Annual Grants -	2,207	2,722	3,308	2,989	3,229	3,206	3,071	2,571	1,997	1,361	769	526
Simple Inspection -	27	17	27	27	44	26	31	14	15	9	4	7

Length of time in school.

TABLE C.—LENGTH of TIME CHILDREN have attended SCHOOL.

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants -	12,500	6,067	3,809	2,460	1,607	1,499
Simple Inspection -	68	15	4	9	—	—

Income and expenditure.

TABLE D.—INCOME and EXPENDITURE.

Aggregate Annual Income and Expenditure as stated by Managers of 131 Annual Grant Schools together with 1 Simple Inspection School, =132* of the Schools enumerated in Table A.

INCOME.

Schools visited on account of	From Endowment.	From voluntary Subscriptions.	From School-pence.	From Capitation Grants.	From other Sources.	Total.	Average per Scholar in Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants -	462 2 7	5,898 18 5	7,339 3 11	7,823 6 0	424 6 0	21,947 16 11	1 2 4
Simple Inspection	2 10 0	102 12 6	7 0 0	—	—	112 2 6	0 19 8

* The number of schools inspected during the year was 149; but from 17 of these no sufficient Returns of Income and Expenditure have been received.

EXPENDITURE.

Schools visited on account of	For Salaries.	For Books and Apparatus.	For Miscellaneous Purposes.	Total.	Average per Scholar in Attendance.	Number of Children in average Attendance in Schools to which this Table belongs.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants	17,182 15 7	1,358 7 9	3,443 17 3	21,985 0 7	1 2 4¼	19,661
Simple Inspection	90 0 0	5 1 6	17 1 0	112 2 6	0 19 8	114

Passes on examination.

TABLE E.—PASSES on EXAMINATION and ATTENDANCE under REVISED CODE. DAY SCHOOLS.

In Schools visited on account of	Number presented for Examination and fulfilling Articles 40–47.				Passes on Examination.				Passes on Attendance.	Amount granted under Revised Code.
	Boys or Mixed, under a Master.	Girls or Mixed, under a Mistress.	Infants.	Total.	Reading.	Writing.	Arithmetic.	Total.	Infants under Six.	
										£ s. d.
Annual Grants	7,649	2,543	663	10,855	9,730	9,480	6,218	25,428	4,196	8,149 13 6
Simple Inspection	49	61	—	110	68	67	18	153	35	—

TABLE F.—PER-CENTAGES.

In Schools visited on account of	Of Scholars presented for Examination in proportion to average Attendance (Infants included).	Of Passes on			
		Reading.	Writing.	Arithmetic.	Average.
Annual Grants	76·04	89·6	87·3	57·2	78
Simple Inspection	96·5	61·8	60·9	16·3	46

Work last year greater than in 1867.

A comparison of Tables A. and E. with those of a similar kind in my report for 1867 will show that although the number of schools is less, the number of separate departments is nearly the same, while the number of scholars present at inspection is no fewer than 2,720, and the number entered on the examination schedules, including infants, 2,305 in excess of the returns for that year; thus proving that, notwithstanding the curtailment of my district, my work as

Inspector is actually greater than it was when I had the whole of South Wales to visit. This may be accounted for in two ways; first, the increase of school attendance; and, secondly, the greater size of the schools at present under my supervision.

Before passing on to other subjects, I beg to offer a few remarks upon the state and progress of education in each county. State and progress of education in each county.

1. The portion of Breconshire which I still retain includes within it 15 schools, with 19 departments, and having 1,271 scholars present at examination Of these the mixed school at Talybont, under Mr. D. R. Davies, takes the lead for attainments and efficiency, and next to it ranks the girls' school at Brecon. In the large and important parish of Ystradgynlais I am happy to find that a vigorous effort has been lately made to provide efficient schools for its growing population. In addition to the schools already established, a new one under a certificated mistress has been opened lately at Pencae, another certificated mistress has been appointed to Abercrave, and there is reason to hope that the school at Cwmtwrch, which has been closed for several years, will once more resume work. At Pontsticcill, in the parish of Vaenor, a certificated mistress has entered on her duties with every prospect of success, and in the remote hamlet of Nant-ddu, at the foot of the Breconshire Beacons, a probationary mistress under Article 132 carries on her little school judiciously and creditably. The north-western portion of the county, beyond Brecon and Trecastle, where the Welsh language still prevails, has no schools at present under certificated teachers in connexion with the Church of England, and it is here that good schools are most urgently wanted. 1. Breconshire.

2. In Glamorganshire I inspected last year 74 schools, comprising 114 departments, nearly all of which were under certificated teachers. In these there were present at inspection no fewer than 14,588 scholars, or 3,409 more than the number present in 1867. This gives the proportion of one scholar to every 22, or 4·4 per cent. of the entire population, and is a higher return than that shown by the other counties of South Wales. It is also a proof both of the estimation in which the benefits of sound education are held by the labouring classes, and of the praiseworthy efforts which have been made to diffuse these benefits among them. It is of late years that these efforts have been most actively and abundantly put forth. In 1859, when I first entered on the work of inspection in this county, there were only 29 schools, with 48 departments and 5,074 scholars, examined and reported on, whereas now the number is nearly three times as great. 2. Glamorganshire.

Educational efforts mostly put forth of late.

Instances.

So remarkable an increase is the effect of the rapid growth of population combined with a deeper and more wide-spread conviction of the necessity of providing the means of instruction for the thousands of poor children growing up around us. Cardiff and its neighbourhood furnish a striking illustration of this. Ten years ago there were but five sets of schools, comprising eight departments, within the town and a radius of five miles around it; whereas last year I inspected, within the same limits, 13 schools with 21 departments. The Rhondda valley, which formerly possessed only two schools with three departments, now contains four with seven departments, to which others will be shortly added. The inexhaustible stores of mineral wealth to be found in this valley have drawn together a population of some 10,000 or 12,000, for whose benefit existing arrangements are totally inadequate. The parish of Cadoxton-juxta-Neath has now got four schools under certificated teachers; that of Oystermouth four schools, three of which are under teachers of this class; that of Troedyrhiw, three schools, with seven departments, all in receipt of annual grants; and that of Gelligaer six schools, with seven departments, similarly circumstanced. It is satisfactory to observe that this increase in the number of schools continues notwithstanding adverse causes arising out of the depressed state of trade during the last two years, and the large amount of emigration consequent upon it. While there are many instances of schools showing a steady increase of attendance, there are extremely few where any sensible diminution has taken place. Since I last reported no fewer than 10 schools have been added to my list in this county, all of which require to be visited on account of annual grants.* There are still a number of populous places, and in the rural districts whole tracts of country, urgently in need of good schools; and even in the towns, where some of the best schools are to be found, there is always a large *substratum* of the poorer class of children whom the existing schools have failed to reach.

3. Monmouthshire.

3. Monmouthshire contains 33 schools, with 48 departments, all, with two exceptions, under certificated teachers. There were present at inspection this year 5,423 scholars, of whom 3,529, including infants, were examined under the Revised Code. As compared with the population of the county, the proportion in Church schools is 1 in 36, or 2·8 per cent., a return which is below that of other English counties, and

* These are, (1.) Llanishen and Lisvane; (2.) Cathays; (3.) Cardiff, Bute Town; (4.) Eglwysilan, or Walnut Tree Bridge; (5.) Pendoylan; (6.) Caerhilly; (7.) Glyncorrwg; (8.) Port Talbot; (9.) Crynant; (10.) Killay.

which shows the need of more schools. The western half of the county abounds in coal mines and extensive iron works, and is therefore by far the most populous part. A vast proportion of the workpeople retain the use of the Welsh language, and the instruction of their children has to be carried on in the face of similar difficulties as we meet with in Wales. Long established and excellent schools are to be found at Rhymney, Abersychan, Pontypool, Courtybella, and Abergavenny; while others of a very fair character may be seen at Blaenavon, Nantyglo, and Pontymoile.

More schools greatly needed.

A large amount of educational destitution, however, still exists in this county, and several of the most populous localities are without recognized schools for the poor. In his report for 1863, the Rev. J. W. D. Hernaman called your Lordships' attention specially to this subject, and furnished a list of 14 towns in this condition. These towns, with the single exception of Monmouth, still remain as melancholy examples of educational apathy and neglect. It is particularly to be regretted that so large a town as Tredegar, with a population of upwards of 20,000, many of whom are working colliers and foundry men, should be suffered to continue without a good National school to which they could send their children, while the neighbouring town of Rhymney enjoys the advantage of one of the best conducted and most efficient set of schools in my district. The town of Newport is also far from being adequately supplied with the means of instruction for its population of 30,000. There are at present but three sets of schools, containing eight departments, in connexion with the Established Church, at which 730 scholars were present at the last inspection. This gives a proportion of only 2·4 per cent., which is much below the rate of Cardiff, and is by no means satisfactory in so important and rising a sea-port. I also instance the populous neighbourhoods of Blaina, Beaufort, Brynmawr, Ebbw-Vale, Machen, and Risca, as places where church schools might be opened with advantage, and I regret that, in consequence of the stoppage of the iron works at Pontnewynydd, the schools towards the erection of which your Lordships made considerable grants at various periods, have ceased to be carried on either with credit or advantage.

4. Gloucestershire.

4. In the portion of Gloucestershire assigned to me, there are 21 schools with 25 departments, at which 2,188 scholars were present this year, and of whom 1,458 including infants were examined. The school at Holy Trinity, Drybrook, ranks first in point of numbers and attainments, and next to it come the schools at Newnham, Cinderford, and Lydney. In most of the rest, although the teachers are conscientiously

discharging their duty, still the irregularity of attendance and the early removals act as a serious obstacle in the way of sound progress. The mines in the Forest of Dean are Crown property, and are each year becoming more generally worked. Up to a comparatively recent period there were but three schools in the entire district available to the children of the labouring classes, and even yet there is a large amount of local prejudice and indifference, against which the promoters of education have to contend. School fees even at the lowest rate are with difficulty obtained, and complaints are made that the recent enactments relative to the employment of children in factories, works, mines, &c., do "not appear to have produced any practical benefit as far "as regards education," "for the children who have left "their former employment, do not attend school."* A more hopeful state of things, however, is found in connexion with the schools beyond the limits of the forest, and even within its confines the zealous efforts of the highly intelligent and devoted body of clergymen now in charge of its various parishes can hardly fail ere long of producing some permanent and beneficial results.

Examinations under the Revised Code.

A comparison of Tables B. and E. brings out one or two striking facts, which should be borne in mind in estimating the results of the recent examinations under the Revised Code. (1.) It appears that of the scholars on the registers of the various schools on my list, no fewer than 11,324, or 40 per cent., were returned by the managers as under seven years of age. (2.) That 12,568, or 44·5 per cent., have attended school for less than one year. (3.) That the number of scholars above seven years of age presented for examination in compliance with the terms of the Code, was only 38·8 per cent. of the total number on the registers. These facts may serve to lessen any feeling of disappointment which may be occasioned by the discovery that the per-centages in Table F. are somewhat lower, especially in arithmetic, than those ascertained by your Lordships (Minutes 1868–9, page xxiii.) as results in other parts of the kingdom. The failures in arithmetic were 20 per cent. below the average, notwithstanding that I have endeavoured to conduct the examinations on this subject with as much leniency and patience as I could, and have in all cases of doubt been guided by the practice of my colleagues. I have also conferred with Mr. Bowstead, Her Majesty's Inspector of British and undenominational schools of this district, on

Chief failures in arithmetic.

* Report of the Committee of St. Paul's National Schools, Parkend, for 1868.

this subject, and have failed to discover in what respect I am stricter, or more exacting, than he is. The chief sources of these failures are ignorance of subtraction in Standard I., imperfect notation and wrong placing of figures in the addition sums, together with a defective acquaintance with the multiplication table in Standard II., mistakes arising out of badly formed figures, and figures partly erased and afterwards re-inserted on the papers of the scholars in the higher standards, besides other marks of inadequate preparation which I have already noticed in my last report. So long as the teaching of arithmetic in the lower standards is left solely to junior apprentices or monitors, and so long as thorough preparation, combined with neatness and accuracy, is neglected in the higher standards, the number of failures can hardly be expected materially to diminish.

These failures accounted for.

The Minute of February 20th, 1867, has conferred a considerable benefit upon several of the larger and better class of schools; 57 of these schools availed themselves of it in the past year, and about 760 of their scholars were examined orally either in English grammar or in geography. In addition to these, 109 advanced scholars, who had already passed the 6th Standard, were examined by means of written papers in these subjects, or else in higher arithmetic. About one half of these numbers in each case passed creditably, and 11 schools, besides those which obtained grants for advanced scholars under Article 46 *b*, earned the additional allowances promised on fulfilment of conditions laid down in Article 54. In conducting the examinations under this Article it is my practice to call for the text book from which the proposed subject has been learnt, and if it be a tolerably good one, to limit my questions to it. My object in doing so is, first, to ascertain clearly to what extent the subject really has been studied; and, secondly, to do away with the impression, at first so generally prevalent, that mere oral lessons are sufficient. Many teachers requested me to examine a fifth of their scholars, as much by way of experiment as anything else, in order that they might see what the range and character of the examination would be, or to try whether, by a sort of hap-hazard, the required number could struggle through, and the extra grant be obtained. It is needless to say that in such cases their expectations were doomed to disappointment, and that the conviction is gaining ground that each subject must be carefully and adequately prepared, and that the information which your Lordships are entitled to demand should be sound and accurate.

Minute of 20 February 1867.

The number of night schools at which examinations have been held in the course of last year has been 33, or 36

Night schools.

departments, and the following Table will exhibit the results :—

Number presented for Examination and fulfilling Articles 40–47.			Passes on Examination.				Amount granted under Revised Code.
Males.	Females.	Total.	Reading.	Writing.	Arithmetic.	Total.	
1,092	351	1,443	1,340	1,031	1,255	3,626	£ s. d. 491 0 6

Defects in the written exercises.

These examinations have been held by the managers, and the papers afterwards sent to me for revision. In some cases the exercises were extremely creditable, but in others they were characterized by certain defects, which I take this opportunity of noticing. The writing, especially in the lower standards, is very imperfect, so much so as to lead to the impression that the scholars had never been practised in writing with a pen previous to their examination; the failures in this subject have therefore been unusually large.

Scholars placed in standards below what they have already been examined in.

A few instances have occurred where scholars, who have already passed all or nearly all the standards in the day school, are presented in a lower standard at the night school. Teachers, I fear, often understand the expression in column 8 *a* on the Examination Schedule, "Under what standard "last examined," to refer only to the night school, and therefore ignore whatever had been previously done at the day school. Again the invariable accuracy with which long rows of figures are set down in the exercises of the lower standards in arithmetic almost leads to the suspicion that they have not always been dictated as prescribed by the official instructions, or else that they have been overlooked by the teacher, and a hint conveyed as to their correction. I have seen instances in day schools where the teacher would try to get behind the desks, overlook the work of the children, and then by a push or thump on the back, intimate to them that they had committed an error. I invariably resist such attempts whenever I perceive them, and I am of opinion that those who conduct the examination of night schools, in the absence of an Inspector, should either exclude the teachers of such schools, as the practice is in the examinations in connexion with the Science and Art Department, or else sign a declaration that there has been no interference on the part of the teachers.

Boys' schools.

There are 35 separate boys' schools in the district, for the most part ably conducted, and all under certificated masters. The remarkable growth and development of some of these schools within my recollection, is, perhaps, one of the best

proofs of their usefulness and efficiency. The following Table will illustrate this statement:—

Name of School.	Average Attendance in 1859.	Average Attendance in 1869.	Per-centage of Increase.
Aberdare Town, Boys' School	94	138	46·8
Swansea National, Boys' School	213	328	54
Merthyr Tydfil, St. David's, Boys' School - - -	126	246	95·2
Ystalyfera, Boys' School -	58	150	158·6
Cardiff, St. John's, Boys' School	63	209	231·7

A new school-room has been opened last year at the first of the above places, and an additional room has just been erected at Swansea, where the existing accommodation for boys had become inadequate. The number of separate girls' schools amounts to 36, all with two exceptions under certificated mistresses. The advantages of such institutions are obvious. In addition to industrial training, girls acquire habits of order and neatness, together with an improved tone and quiet demeanour when taught by a mistress, which more than compensate for any intellectual sharpness or proficiency to which they may attain in a mixed school, and a visit to such a one as the girls' school at Rhymney would speedily convince those who felt any doubts on the subject, that a course of education similar to that received by the female scholars there can hardly fail of producing the most beneficial effects upon the next generation. I gladly record the fact of a growing conviction on this point among the managers of my district, as evidenced by the increasing number of competent schoolmistresses, whose services are now sought for, seven additional ones having been engaged in Glamorganshire alone within the last year. Girls' schools.

The increase and spread of infant schools is also an encouraging feature in the educational progress of the district. There are now 32 of them in operation under certificated mistresses. Some of them, as Neath, Aberdare, St. Fagan's, and Ystalyfera, have increased with extraordinary rapidity of late, so as to render an enlargement of their respective school-rooms necessary; while others, as Tymaen and Port Talbot, which have no higher departments to which the scholars as they grow older can be drafted, have raised themselves to the condition of mixed schools, and fulfil all the conditions exacted of such schools at the annual examinations. Infant schools.

The number of mixed schools visited on account of annual grants within the past year was 98, and of those simply inspected 13. Of the latter at least six have since been placed under certificated teachers, and it is to be hoped that Mixed schools.

the remainder may soon follow their example. At some of the schools, especially those which have been for years under the same teacher, highly creditable results have been obtained at each examination. The large mixed school at Pontypool furnishes an instance; the number of scholars present at the last inspection was 303, and of those examined in the subjects of the Code, 93 per cent. passed successfully. Results such as these, however, are only to be obtained by continuous labour, and it is useless in a district like this to look for advanced attainments in a school where the teachers have but recently entered upon their charge, or where they are frequently changed. I mention this because it cannot be too forcibly impressed upon young schoolmasters, that it is their duty to settle down contentedly in the place they have chosen, and apply themselves steadily and faithfully to their appointed labour. Some of them are apt on meeting with a slight discouragement to throw up their situations and betake themselves to some other calling. Their waywardness and want of settled habits have in some instances created a prejudice against them in the minds of school managers, and have led to the appointment of female teachers in their place. There are now 22 schoolmistresses in charge of mixed schools in this district.

Good results only to be obtained by continuous labour.

Pupil-teachers.

The office of pupil-teacher is beginning to recover somewhat of its former popularity. Last year there were 92 candidates for the office, and the cases where apprenticeship is abruptly or prematurely terminated are becoming less frequent. This is no doubt due to the greater care with which they are at first selected by the managers, and to the watchfulness which is exercised over them during their subsequent career. The encouragements in the way of extra gratuities held out by the Minute of February 1867, have, however, produced a considerable effect, and have led many waverers to decide upon entering a training college. At the examination for admission held in December 1867, six male and seven female apprentices were successful. Among the former, James Gibbs, pupil-teacher at the Swansea National Schools, obtained the fourth place. In the following year seven male and five female apprentices passed creditably, four of them in each case being placed in the first class. Their success is mainly due to the careful and regular teaching they received during their apprenticeship, but a portion of it must also be assigned to the accuracy and familiarity of acquaintance with the higher subjects, which they have gained by constantly hearing or giving lessons in those subjects, wherever they form a part of the daily routine. The alteration recently made in the pupil-teachers' Broad Sheet, by which they are now required to give oral

Pass best in schools where higher subjects are taught.

lessons in grammar, geography, and mental arithmetic before the inspector, is a highly judicious one, and will, if strictly carried out, aid materially in extending the knowledge of these important subjects. The lessons which I commonly hear given by pupil-teachers are marked by two prevailing faults, (1.) they repeat the answers after the scholars, instead of making the latter do so themselves, in cases where the response has been uttered in a hesitating or indistinct manner. (2.) They wait too long when hands are held forth, before they point out which child is to answer; much time is thus wasted, and the lesson is rendered lifeless and unprofitable. If, in addition to correcting these faults, they would also insist more generally upon full and complete answers from their classes, the daily teaching of our schools both upon religious and secular matters would be decidedly improved.

Lessons given by pupil-teachers marked by two prevailing faults.

There are also two points which I am anxious to impress upon the masters and mistresses of schools within my district. The first is the necessity of punctuality and careful economy of time in their scholastic arrangements. An efficient teacher will have all his classes in their places, the books and requisites given out, and the lessons commenced within two or three minutes after they have assembled. A well-concerted system of signals directs the changes which have to be made, the task of giving out and collecting school materials is deputed to monitors, each of whom understands his duty, and before a visitor can well look around him the instruction has commenced, and the respective classes are in full employment. In other cases a teacher's governing powers do not extend beyond a single class, and the rest of the school are left for the time being to idle or play as their fancy may incline; the books and apparatus are not in readiness when wanted, and the teacher commits the mistake of handing these round, and waiting upon the children himself, instead of regarding it as a part of their training that they should learn to assist and be useful to each other. In assigning two hours as the *minimum* period during which scholars should be in attendance both morning and afternoon, your Lordships obviously implied that each of them should be under continuous teaching, and not merely present in school for that portion of time. To allow therefore for devotional exercises, religious teaching, marking registers, and change of classes, not less than three hours in the morning, and two hours and a half in the afternoon, are necessary in order faithfully to observe and comply with the spirit of the injunctions laid down in the Code. (2.) The next point I think it necessary to advert to is the importance of keeping each class or division of the school constantly at work.

Two points to be impressed upon school teachers: 1. Necessity of punctuality, &c.

2. Necessity of keeping each class constantly at work.

Either from want of assistance or a too minute subdivision of classes, part of the scholars are left at intervals without superintendence, and habits of listlessness and indolence are the invariable result. Whatever may be done with the elder scholars, the juniors should never be left without a competent teacher, their attention needs to be continually aroused and drawn to the subject matter of the lesson before them, and when weary they should be led to seek relief rather in a change of employment than in a cessation from scholastic labour. The life, activity, and energy which mark a well-conducted school, soon come to be relished by the scholars, and are the best training for those habits of application and industry, which are essential to their success in after life.

The Revised Code has so far worked admirably, and much of the life and energy with which the work of instruction is at present carried on is due to its influence. Without, therefore, seeking to alter its general principles in any way, there is still one improvement which I would like to see added.

A small additional grant should be allowed in cases of exceptional merit.

I should be glad if a small additional grant were allowed to schools where an exceptional degree of merit was attained, to be judged either by the proportion of scholars in the higher standards or by the neatness and excellence of their paper work. I cannot help thinking that such a recognition on your Lordships' part of industry and merit would stimulate our teachers to greater efforts, and would lead them to aim at a higher degree of excellence than they are at present contented with. Those who are continually engaged, as they are, in one unvarying round of duties, are apt to become formal and lifeless. So as their scholars pass they do not sufficiently concern themselves as to *how* they pass, nor do they strive, as they ought, to accomplish higher results in each successive year. Anything therefore that will serve to rouse them from this apathy and to infuse a greater degree of professional zeal into them would be cheaply purchased at the cost of a small additional outlay, and the few cases, where the extra grant for superior work could be earned, would exert a great moral influence over the remaining schools of the country, in leading them to see that regard was paid not only to the quantity, but also to the quality of the work submitted for inspection, and that as defects and failures are visited with pecuniary loss, so excellence and merit shall also receive a proportionate reward.*

* This subject has also been urged upon your Lordships' attention in previous reports. See Rev. J. G. C. Fussell's General Report, Minutes of Council, 1866-7, page 79, and Dr. Morell's, Minutes, 1868-9, page 291.

Larger grants for building schools desirable.

The subject of affording larger and more liberal grants towards the erection or enlargement of schools is also one that urges itself with peculiar force at the present time. The cry has gone forth in various quarters on behalf of universal education, and the numerous enactments, which have been recently made with a view to restrict the employment of juvenile labour, render it a matter of necessity to provide extra accommodation. Wales has been, comparatively speaking, behindhand in the matter of building schools, and although the efforts which have been put forth of late years have been vigorous and praiseworthy, still they are hardly commensurate, in my district at least, with the rapid increase of population, and there are still numbers of places which have been allowed to continue without the means of education for the humbler classes of society. For my own part I well nigh despair of seeing these places properly supplied with schools until the Legislature either takes the matter into its own hands, or else affords more liberal aid and encouragement to those who do. On this subject I beg leave to quote the following passage taken from the annual report of the Committee and managers of the Swansea National Schools for the year 1868 :—

"Your Committee also record their conviction that the strongest moral obligation rests upon the Legislature to meet the demand for additional school accommodation, which such a law" (sc. the Factory Act) "calls into existence. What is required to give it force, and to carry it out in its integrity, is greatly to augment the grants for school buildings (which have of late been so curtailed), and thus to draw out and secure, as in former years, those local resources which were so cheerfully and liberally devoted to this all-important work. In a semi-compulsory education, for such this is, one indeed well suited to our constitional ideas and habits (and more stringent measures would be ill advised), there is immediate and urgent necessity for such increased grants, or the law may either become a dead letter or an instrument of persecution; and there being no schools to receive these additional tens, and perhaps hundreds of thousands, the humanity of the enactment may be practically obliterated by a selfish policy. Standing as it now does, like an ancient despotism, it calls upon its people to make bricks without straw. It is upon record that the Government Educational grant of six millions sterling has been met from local resources by a sum of nine millions. It is the undeniable experience that the reduction of building grants by the former has resulted in cutting off the healthy springs of action from the latter, so producing stagnation, and paralyzing the growth of education in our numerous, but more especially in our populous parishes, and that among all denominations."

Religious differences; their importance over-estimated.

In concluding this report I wish to offer a few remarks upon the subject of religious differences, so far as they affect the question of public education in this part of the kingdom. I believe that their importance has been somewhat over-estimated, and that in practice their existence does not give rise to so serious a difficulty as might at first sight have been imagined.

Reasons for this statement.

In the first place the religious teaching is almost wholly in the hands of the masters and mistresses of the various schools, against whom complaints are seldom, if ever, made on the ground of their abusing their prerogative for sectarian purposes. Again, the lay element enters largely into the management of the schools visited by me, especially those known as Works' schools, and the clergyman of the district is often no more than a unit, influential and true, but liable to be overruled by the remaining members of the committee. Further, the principle of the Conscience Clause is almost invariably acted upon, and the reasonable scruples or objections of a parent, when properly represented, are certain to be respected. The consequence is, that notwithstanding the prevalence of dissent, a large and increasing number of children, whose parents belong to various sects, are quietly and contentedly availing themselves of the education which the liberality of churchmen has helped to provide for them. It should be borne in mind that the clergy frequently tax themselves almost beyond their means in order to establish and support good schools in their parishes, and that were it not for their efforts the means of education would in many places have remained still unprovided. Their motive unquestionably is to benefit the rising generation, and their deep conviction is that education, to be worthy of the name, must be based upon religion, as well as largely imbued with it. They firmly hold, with the late Mr. Jelinger Symons, that education "must moralize and christianize; it must educate "the heart as well as the head and hand," and that it is "a "power more likely to be wielded for evil than for good, if "unaccompanied by the moral principle which can alone "render it a blessing to the scholar and a boon to society."* It is a matter for congratulation to find that these views are also largely participated in by the laity, and especially by the parents of the scholars in the Welsh-speaking districts; these latter are often persons of decidedly religious views and character, and it is but natural that they should prefer to any system of secular or undenominational instruction one in which religious teaching shall occupy the chief and foremost place, and one which provides not merely for the intellectual but also for the moral and spiritual improvement of their offspring.

Clergy and others chiefly anxious that education should be religious.

I have the honour to be, &c.

B. J. Binns.

To the Right Honourable
The Lords of the Committee of Council on Education.

* School Economy, page 2.

GENERAL REPORT *for the Year* 1869, *by Her Majesty's Inspector the* Rev. J. R. BLAKISTON, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* LEICESTER, NORTHAMPTON, RUTLAND, *and* WARWICK.

MY LORDS, Rugby, November 1869.

Changes in extent of district.

As the boundaries of my district have been materially altered during the past two years, its present condition cannot be accurately set forth by any comparison based on statistics.

Former limits.

Up to midsummer 1867 my visits were confined to schools within the diocese of Peterborough and the counties of Leicester, Northampton, and Rutland.

Present limits.

The re-arrangement of inspectorial districts according to unions, or census districts, then removed from my circuit many schools which I had been visiting, and added others in six adjacent counties. In the summer of 1868, Peterborough Union was transferred to the Grantham district; the following Christmas the unions of Brackley, Daventry, Pottersbury, and Towcester were added to a newly-formed district around Banbury; and in January 1869 the unions of Atherstone, Nuneaton, and Rugby were put upon my list.

Towcester school.

Of the 159 schools inspected by me during the year ending September 30, 1869, five only were in unions now severed from my district. Of these five Towcester boys' school deserves special mention for general excellence.

Basis of report.

I now inspect Church of England schools in the manufacturing towns of Leicester, Northampton, Nuneaton, Hinckley, Kettering, Wellingborough, and the rural parishes comprised in the nineteen unions specified in the subjoined list.

Statistics of district.

County.	No. of Census District.	Union.	No. of Towns and Villages needing separate Schools.	Population, 1861.	Number of Annual Grant Schools.	Accommodation at 10s. per Child.	Schools aided some Time but not now.
Leicester-	408	Lutterworth - -	30	13,453	5	415	5
	409	Market Harborough -	34	16,059	7	746	4
	410	Billesdon - - -	27	7,272	3	200	1
	411	Blaby - - - -	23	14,805	9	853	1
	412	Hinckley - - -	13	30,674	8	824	3
	413	Market Bosworth - -	31	13,420	4	396	—
	416	Barrow-on-Soar - -	29	19,766	10	1,264	4

County.	Census No. of District.	Union.	No. of Towns and Villages needing separate Schools.	Population, 1861.	Number of Annual Grant Schools.	Accommodation at 10s. per Child.	Schools aided some Time but not now.
Northampton -	167	Hardingstone - -	20	9,928	5	358	3
	*168	Northampton - -	12	8,339	6	350	1
	170	Brixworth - - -	33	15,367	7	678	2
	171	Wellingborough - -	25	23,269	6	1,010	3
	172	Kettering - - -	27	19,025	9	1,236	3
	173	Thrapstone - - -	26	13,058	11	975	2
	174	Oundle - - - -	35	15,362	6	650	1
Rutland - -	419	Oakham - - - -	26	9,112	7	934	5
	420	Uppingham - - -	34	16,024	5	392	3
Warwick - -	397	Atherstone - - -	16	12,118	4	738	2
	398	Nuneaton - - -	7	13,054	4	924	2
	401	Rugby - - - -	38	33,370	12	1,588	3
Totals	- - - - - - - -		487	302,975	128	14,581	49

* Includes only villages near Northampton. To the borough of Northampton the census of 1861 assigns a population of 32,813; the "Return of Parishes," dated February 1868, gives 10 as the number of its aided schools with accommodation for 2,686 children. Accommodation is needed for about 2,000 more. The census of 1861 gives 68,056 as the population of Leicester, and the "Return" gives the number of aided schools as 14 accommodating 4,148 children. The population of Leicester is believed to be now above 90,000. If so, additional accommodation is needed for about 10,000 children. The indefatigable Canon Fry is still busily engaged in meeting this want.

In stating the number of villages in each union, I have omitted very diminutive parishes.

Accommodation afforded in annual grant schools.

It will be seen that in my district accommodation is provided, in schools of all denominations receiving yearly grants, for about 5 per cent. of the population. Of the accommodation afforded in other schools I have no return, nor do I know how many parishes not periodically visited by any of my colleagues have schools of any worth. My impression, however, based upon observation of the inferiority of such unaided schools as I have inspected, is that on an average there is not more than one *efficient* school for every four villages in this district.

Instances of lack of schools.

Oundle and Lutterworth unions in 66 villages containing an average population, the former of 400, the latter 450, have but 11 annual grant schools between them, or one to every six villages; Uppingham with its 34 villages, averaging 470 inhabitants each, has five annual grant schools; Market Bosworth in its 31 parishes, averaging 433 inhabitants, has four annual grant schools; while Billesdon union, in which the parishes average only 270, has but three annual grant schools to 27 villages.

Preponderance of church schools.

Knowing the numerical strength of the Nonconformists in these counties, I deem it only fair to the clergy of the Established Church to mention with praise the fact that of

the 154 annual grant schools in the district, only 16 are attached to other religious bodies, namely, one in Northampton, three in Leicester, and 12 in other towns and villages.

Failure of voluntary system.

I cannot but think, however, from all I see and hear in my tours, that voluntary zeal having already done beyond what could have been expected, cannot be relied upon to do more, even if it do not soon begin to flag. Among some of the heartiest upholders of the present system a feeling is rapidly gaining ground that compulsory education, direct or indirect, has now become a necessity, if the efficiency of existing schools is to be maintained.

Necessity of compulsory measures.

Good effect of personal explanations.

The feeling expressed by the writer of the letter in Appendix A. is very wide spread and deep-seated. All that personal explanation can do to eradicate dread of Government interference, and to clear up various misconceptions, I have tried, and not without success; but the villages to which I have official access are few and far between.

Educational destitution in the shires.

In traversing these shires I am continually pained by the sight of educational destitution, where large sums are yearly squandered on horses and hounds, and I hail with satisfaction the daily growing determination to make a hearty and united effort to shake off this national reproach, and to equalize a burden hitherto borne by a willing few.

On one aspect of the religious difficulty which threatens to bar progress, I have not found remarks more thoroughly confirmed by my own observation than the following extracts from the Pall Mall Gazette:—

Religious teaching in schools.

"Is the knowledge at present imparted in Church schools to the children of Church parents, under the name of religious knowledge—is this a desirable acquisition? Does it tend to influence the future man or woman for his moral good? Does it provide him with authentic information about the world in which he will have to live, or with trustworthy guidance for his conduct in it? Speaking from the point of view of Christian believers, are not the doctrines of Christianity, its intellectual propositions, its Catechism, difficult to make really intelligible to a catechumen of eight or nine? Is it not easier to hammer into the head of a child, with much cost of time, a dry and verbal recollection of these things, than to make them fruitful for conduct in its heart? Is not conduct taught by affectionate example and moral worth in the teacher, by emotional, and not by intellectual means? Is the Christianity that can be formulated in propositions for the use of infancy, and made, like the multiplication table and the A, B, C, the subject of lessons—is this a serviceable Christianity? Is not such a Christianity always largely alloyed with definite errors, perversions of historical fact which the Church of to-day has inherited from the past? Is "the Bible element," on which most clergymen are inclined to lay exceeding stress, a sound element in education? Is the history of the peculiar people, as set into unhistorical prominence among other peoples, a valuable intellectual acquisition? Is a child's precocious familiarity with Jewish names and dates (and this is what in fact constitutes the "religious knowledge" of parish scholars) a useful acquirement for the

work which the man or woman will have to do in the world? Would not elementary botany or geology replace with advantage the deeds of Ahab and Jeroboam? Would not the time saved from acquiring transcendental dogmas that the child cannot understand, and historical statements that are doubtful or distorted, be well spent in acquiring some knowledge of the nature and the facts of the world about him. * * * The religious education of the poor, such as it is, is secured by other means. It is not the catechizing or the Bible reading of the day-school that has any influence upon the faith and morals of their future lives. It is the habitual association with other persons, whether young or old, who belong to one special religious body, together with certain Sunday influences and habits, which form their future lives. It is in the Sunday-school, and in church and chapel going, that boys and girls, at a somewhat later age, gradually acquire some sort of theological belief, and adopt certain religious practices, which fix them as members of some one or other religious community. Priest and parson and Dissenting minister are simply throwing away their labours when they fight for the privilege of teaching boys and girls a series of dogmatic statements as a portion of their daily school work. It is all toil in vain. If the children were taught Mahometanism or Buddhism during the week, it would be wiped away by Sunday teaching and associations as effectually as if it had never been. * * *

Many a time have I had to listen, sorrowfully enough, to disquisitions on the supreme importance of "the religious element" in the education which our day-schools offer to the children of the poor; the said "religious element" consisting in the repetition by rote of the driest formulæ, or the reading and learning of a passage of Scripture, it being a mere chance whether the teacher feels the slightest religious interest in the subject. Nothing stands more fatally in the way of a sound system of national education than the notion that there is the faintest religious culture realized by any process of this sort. The wonder literally is, when we consider how such children are taught religion, that even the dimmest religious reverence survives. Because I believe so profoundly in the importance of the religious element in education, I deprecate this miserable parody on it so earnestly. Let us have honest secular teaching in our national schools—very religious work so far—and then if Christian parents, Sunday schools, Christian teachers, and the atmosphere of the life of a Christian nation cannot add the higher—that is, the true religious influence—perhaps the less we talk about our national Christianity the better.

"There is one point of advantage in the working of what is certainly still the popular method in England. It enlists a vast amount of voluntary effort, not always very wise, but very earnest and very valuable, which we can ill afford for many reasons to spare. But perhaps the time may come, nay, may be coming soon, when our religious people will feel inspired to spend the same energy on national as they spend now on denominational efforts."

Nonconformists views of Church schools.

In corroboration of the above extracts, in may be remarked, that so little do nonconformists find their children affected by the so-called religious instruction given in most national schools, that they seldom withdraw their children from that teaching even where the teacher's views are more than ordinarily distasteful. What they value in Church schools, so much so that having a choice they often send their children to them rather than to British schools, is the superintendence of a *gentleman.*

Abandonment of official recognition of religious subjects recommended.

On the whole I cannot but think that the time is now come for withdrawing all *official* recognition of religious teaching, and for leaving religious bodies free to make their own arrangements for securing efficient instruction.

Duty of religious bodies.

Feeling the duty, thenceforth, distinctly thrown upon their own shoulders, the churches would make heartier efforts to train up the lambs of their flocks in the way they would have them go; and possibly, when the now turbid elements of religious thought and feeling, form precipitates according to their natural affinities, a scheme somewhat like the Prussian compromise might ultimately be agreed upon.

Diocesan inspection sufficient for maintaining standard of religious knowledge in Church of England schools.

In Church of England schools the system of diocesan inspection might readily be so organized as to keep up the standard of Scriptural and Liturgical knowledge in Church schools, should we cease to examine in these subjects.

Effect of waiving the religious difficulty.

It were surely a grave mistake longer to delay placing within reach of every one such elementary instruction as is universally allowed to be needful, merely because we have not yet hit upon an unobjectionable scheme for securing instruction in religious opinions. Should such provision be accompanied by a well-advised redistribution of educational and charitable endowments, it would be open to every child of unusual ability to rise step by step, not by aid of chance or charity, but as a matter of course and of right, to that position in which his ability might most benefit the community.

Advantage of territorial over denominational inspection.

The adoption of a truly national system of elementary education will render it expedient to assign to each of Her Majesty's Inspectors a strictly territorial district.

Example.

The town of Rugby, from which I write, with its 8,000 inhabitants, has schools annually visited by no less than four of Her Majesty's Inspectors, one for the three Church schools, a second for the Roman Catholic, a third for the Wesleyan, and a fourth for the Union schools. To say nothing of needless travelling expenses hereby entailed on the public, and waste of time to the officers concerned, no Inspector can give a full report of the educational state and wants of his district, whose visits are confined to denominational schools. Let it be understood that we are precluded from touching upon religious topics during their examination, and then (whatever our private opinions, or religious profession), we may freely examine in all other subjects schools of any or no denomination; nor will it any longer be open to managers and teachers to intimate, as they now do, that their own schools are tried by standards other than those by which their neighbours are judged. It will, moreover, be no small advantage that the distinctive features

of various denominational schools should be noted and compared by the same officer with a view to mutual improvement, and perhaps ultimate agreement.

Present state of opinion on educational questions.

If there be one point upon which recent discussions seem to have elicited a fair amount of agreement, it is that every child not employed for wages, or in helping his or her parents, should be compelled to attend school; and that hours of work should be so regulated as to enable every child to obtain elementary instruction.

The Rev. W. C. Roughton, Vicar of Harrowden, urges that direct compulsion, or requiring a certificate of attainments as a condition of employment, would "keep from "wages earning the stupid, to whom the result of learning "can never be worth much," and induce "the clever, to "whom a good education would be a real boon, to leave "school early satisfied with the possession of a certificate." He would "prevent employers taking into their service any "child under 14 from a state of idleness," thus making it to the interest of parents that every unemployed child should be sent to school, and checking that idling about "in hopes "of a job," which is the excuse so often urged for non-attendance at school.

Inadequate supply of schools.

To make such enactments practicable there must be enough efficient and conveniently situated schools to accommodate about 15 per cent. of the whole population. It is abundantly clear that in this district there is nothing like the requisite number of efficient schools, and that the present system is far from keeping pace with growing requirements.

Erection, support, and inspection of schools must be compulsory.

The first thing then is to secure the erection of schools wherever there is an ascertained deficiency, and to extend official inspection to every school, instead of, as now, leaving it to the supporters to invite or decline official supervision.

Workshops Regulation Act.

Regarding the Workshops Regulation Act of 1867, as calculated to promote elementary education in a district thickly studded with shoe, stocking, and lace making towns and villages, and finding last year that it was being ignored in these parts, I entered into communication with the county magistrates and borough authorities. My representations being well backed, bore fruit, first in the borough of Leicester, where, in May 1868, a serjeant and constable had the working of the Act committed to them, and continue systematically to enforce its provisions. The effect of its enforcement is set forth in a document (Appendix B.) which I append to this report. I hear that children are constantly represented as two or more years older than they are, an abuse which will continue till the possession of certificates of birth be made compulsory, and which is facilitated

In Leicester.

by the stunted appearance of children overworked and underfed.

It gives me pleasure to acknowledge the zeal shown by the police committee of the Northamptonshire magistrates in collecting statistics of all persons under their jurisdiction amenable to the Act, and in distributing copies of an admirable summary of the Act drawn up by Mr. Stone, town clerk of Leicester. My thanks are specially due to Mr. Markham, clerk of the peace for Northamptonshire, who was good enough to invite and follow my suggestions in the matter. In Northampton-shire.

In such rural schools as I have since visited in that county I have found half-timers under the Act. Of its working in the shoe trade disheartening but instructive accounts will be found in Appendices C. and D. It seems that lace schools, on whose evils I dilated in my last report, are not regarded as workshops under the Act. This requires amendment.

The Leicestershire magistrates I did not succeed in inducing to do more than distribute abstracts of the Act, and give orders to the constabulary to assist any complainant in enforcing its provisions and prosecuting for a breach of them. Still in some places their action has been attended by compliance with the law; in others, I hear, it is still ignored, while in many, I much fear,* the lack of public prosecutors may lead to its speedily becoming a dead letter. In Leicester-shire.

In Warwickshire, where till last Easter I had no *locus standi*, the magistrates followed the good example of Northamptonshire as soon as I appealed to them to do so, but with what result I am not yet in a position to say. In the borough of Northampton, long deaf to my appeals, a serjeant of police has at last been appointed to enforce the Act.

I cannot help feeling disappointed at the educational results of the Act, even where there are competent schools. Failure thereof.

Night schools seem to be growing in popularity, but I regret to find so many scholars presented in low standards, and in the same for two consecutive years. There is a growing disposition in the district to look to evening classes as the best means of retrieving past neglect, and of counteracting the evils of irregular attendance and early removal from school. There is also a strong feeling among managers that grants should be given for scholars over 10 years of age, as also for adults; that the employment of a certificated teacher should not be a *sine quâ non;* and that the grant should be more liberal. Night schools.

* This fear subsequent experience has shown to have been only too well grounded.

Objects of night scholars.

Most of those who frequent night schools are said to attend not so much with a view to self-improvement as because they find that writing and cyphering have a direct money value in the labour market, and that their acquisition enables a "scholar" to undertake more highly paid work. Reading lessons, in themselves the most important, they are apt to regard as waste of time, and to shirk whenever they can. It is to be hoped that the spread of instruction may ultimately produce in our peasantry a hunger and thirst after education and culture for their own sake, when from their universal spread a knowledge of the mere elements has ceased any longer to be a step to higher remuneration.

Temptation to falsify registers.

It has often occurred to me that it would be well to abandon altogether grants for average attendance, and to substitute for the regulation requiring 200 attendances as a qualification for individual examination effectual means of preventing a child being examined at different schools more than once in a year. Nothing can be easier than to take a few attendances from A., who has attended more than 300 times, and give them to B., who has attended less than 200 times. The temptation must be very strong, the chances of detection next to impossible. At one school which I inspected this year the squire refused to sign the forms because having by the merest accident looked at the registers during the school year he found no attendances had been entered for some weeks. The master professed to keep private memoranda from which to fill up his registers from time to time, to save himself from being blamed by the Inspector for blotted and untidy books. The clergyman believing the master's statement (*though he never produced the said memoranda*) on the ground that, according to the entries, the best scholars had failed to make up their 200 attendances, had signed the forms on my arrival, and of course in the seemingly well kept books I could detect nothing amiss. Such cases may be quoted to warrant the precautions taken to ensure accuracy in the returns, but do they not also show the difficulty of detecting dishonesty, and the expediency of simplifying the conditions on which the grant is given?

Instance of.

Dry earth closets.

In my next report I hope to be able to state that many have followed the example set by the managers of the church school at Burbage, near Hinckley, where the dry earth system was applied to the offices at my suggestion, and answers admirably. When the value of the manure becomes known its adoption will probably bring in some 3*s.* a year per scholar; but for some little time enterprising managers must be satisfied with sanitary benefits in return for their slight outlay.

Arrangements for securing ventilation in cold weather continue very defective. Ventilation.

I am far from finding due use made of reading lessons for the development of observation and intelligence, and for the teaching of common things. Reading lessons.

In arithmetic I have to complain of an almost utter inability to take down sums if given out in other than the stereotyped fashion adopted by the teacher. In but few schools would such a sum as Take a thousand pence from a thousand pounds, be attempted. Teachers have remonstrated when I have given out 1308 as thirteen hundred and eight. Arithmetic.

Geography is now more intelligently taught than formerly. Some few teachers take grammar, but this as usually taught seems to me too abstract a study for children under 14. I should like to see English composition take its place, and knowledge of common things more attended to. Extra subjects.

Managers and teachers on every side complain of the early age at which children now leave school. There is no doubt that a good first class gives a tone to the rest of the school, and that the influence for good which leavens the labouring population is exerted not so much by the many who leave school at about 10 years of age as by the few who remain in a good school to the age of 14 or upwards. The present system encourages teachers to present their children in as low a standard as possible, in order to make sure of as many passes and risk as few failures as possible. A school in which the minimum of the standards is just attained may earn as much as a school which passes the same test with flying colours. A teacher who presents about half his school above Standard III. can earn no more, often earns less, than one who only presents the minimum in the higher standards. Defects of present system.

These defects I would rectify by giving grants on an ascending scale for passes in higher standards, say, 2*s.* per pass in Standard I., increasing by 4*d.* per pass to 4*s.* in the seventh standard. Should the grant on attendance be abandoned, 2*s.* per pass might be added to the above scale. Proposed remedies.

It might also be feasible for the Inspector to denote whether a child passed well or ill, instead of as now to record a pass or a failure. The marks "Good," "Fair," "Imperfect" in each subject of examination might have different money values assigned to them, and would not involve much extra labour on the examiner.

Such as failed might secure a half grant on passing next year. Such as skipped a standard might earn an extra half grant.

The total sum thus attainable by examination the Inspector should be authorized to increase or lessen within certain limits

according to the way in which the children pass, to his observation of the tone and discipline of the school, and to the extra teaching bestowed on the older children.

Some such scheme as this would do what Mr. Corry's minute was meant, but, so far as I have seen, has hitherto failed to effect.

Dearth of male pupil-teachers.

The dearth of male pupil-teachers in these parts is now more seriously felt than ever. Of girls there is no lack, but I am gravely dissatisfied with the attainments of most pupil-teachers of both sexes, and cannot but think masters and mistresses sometimes do them scant justice.

I trust that your Lordships may yet see fit to authorize us to hold collective examinations of pupil-teachers in some fixed month in the year, as great inconvenience now arises where town schools are inspected between harvest and Christmas, and the neighbouring villages (as suits them best) between Christmas and Midsummer.

I have the honour to be, &c.

J. R. BLAKISTON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix A.

Letter from the Rector of a pastoral Parish (Pop. 400), in reply to a notice of simple Inspection.

Dear Sir,

During the fifteen years that I have resided in this place, I have invariably refused to meet Her Majesty's Inspector of Schools when visiting this village, not out of any disrespect to the persons employed, but to show my sense of the *injustice* of the "Committee of Council of Education," granting *public* money, raised by *general taxation*, only to the rich schools of populous villages and towns, which could and ought to support themselves, and giving no assistance to schools of poor country villages, where it is impossible to provide funds for a trained master, and it is with the utmost difficulty that any education whatsoever can be provided, or the expenses of the *most ordinary* parish school be defrayed. I much hope that this gross injustice will be set aside under a reformed Parliament, and if Her Majesty's Inspectors can urge this in the proper quarter they will confer greater benefit upon such schools than they possibly can do by coming and "viewing the poverty of the "land" and reporting according.

Rev. J. R. Blakiston,
"Her Majesty's Inspector of Schools."

Appendix B.

Disadvantages in School, resulting from the Employment of Young Girls in Leicester.

I.—Half-timers.

These are a failure as regards my school. I never have more than *five* present, and these generally attend from 2 to 4 p.m. Needlework not being over until 3.30, these girls interfere with the usual school routine. They want thorough teaching, but in large schools this is impracticable. A teacher cannot afford to expend much time on so small a proportion of her class, neither can she take much interest in a few girls, who, when work fails will be kept at home altogether, and who, when they again obtain employment will probably attend another school. "Change of factory" implies "change of school."

II.—With regard to ordinary Scholars.

The Leicester trades afford so great facility for the employment of little girls, that it is almost impossible to keep a *first class*, especially in a poor district.

In January last I numbered 50 in Class I. In November there were only 27, and the average age of these was only 10.

I will give the initials of the names of a few of those girls who have left my school during the past year, stating,—

a. Age last birthday.
b. How employed.
c. Earnings per week.

MEANS OF EMPLOYMENT.

1. *Hosiery and Fancy-work.*—The edges of hose, when they come from the machine, require *finishing*, as also do various fancy woollen articles—as cuffs, collarets, gloves, &c. This is termed "turning-up," and is done by means of a hook resembling that used in crocheting, and forms easy work for young girls.

Examples of girls thus employed.

——	Age.	Wages.	——	Age.	Wages.
		s. *d.*			*s.* *d.*
M. B. - -	13	5 0	M. B. - -	12	6 0
A. T. - -	11	3 6	C. A. - -	11	2 6
H. Q. - -	13	8 0	C. T. - -	8	1 6
S. H. - -	11	3 0	F. H. (half-time) -	10	3 0
A. T. - -	13	4 0	C. H. (half-time) -	8	3 6

2. *Shoe Manufacture.*—Young girls are employed in "fitting," "flowering toe-caps," "putting eyelets into boots," &c. S. P., aged 12, earns 3*s.*

3. *Cotton.*—L. B., aged 11, employed in gumming tickets upon reels, earns 3*s.* E. W., aged 12, employed in "bobbin-winding," earns 2*s.*

4. *Cigars.*—Girls are employed in picking leaves from stalk.

5. *Hats.*—Girls can bind, trim, and line hats. E. P. earns 5*s.* 6*d.* per week.

6. *Elastic.*—E. C., employed in pasting blue paper on the edges of boards on which elastic is wound, earns 1*s.* 6*d.* weekly.

Many of those professing to come to school are kept at home whenever an overflow of work takes place.

1. The mothers, who work at home, take in as much seaming as possible, and keep very small children at home to assist.

2. The mothers, who go to warehouses or factories, must keep their girls at home to arrange household matters, nurse babies, &c.

3. The children must stay at home on Monday morning to fetch their mothers' work, and on Friday afternoon to take it back to the warehouse.

4. When they come to school many of them must leave *at four precisely* to take tea to elder brothers, &c., who are working in factories, &c.

This is a great disadvantage in girls' schools.

In my school the scripture lesson is over at 9.45 a.m., and needlework at 3.30 p.m., so that as regards the majority of pupils, only 2½ hours daily can be devoted to the study of the three R's.

Thus, a mistress has very little hope of teaching extra subjects, and finds very great difficulty in obtaining good results from an ordinary Revised Code Examination.

E. CHALK.
St. Margaret's School.

St. Margaret's Girls School, Leicester,
November 1869.

Appendix C.

Wellingborough Freeman's Endowed Boys' School.

1. Number of whole-time boys who have left the school *to go to work* during the past year (Oct. 1st, 1868 to Sept. 30th, 1869), under the age of 13 = 57.

Of these,—

8	were under	8	years of age.	
18	,,	9	,,	,,
13	,,	10	,,	,,
10	,,	11	,,	,,
7	,,	12	,,	,,
1	,,	13	,,	,,

The whole of these *actually left to go to work*, and 14 of them became for a time half-timers, but from various causes soon became lost to the school.

2. Number of *half-timers* who having entered as such, left during the same time = 20.

Of these,—

3	were under	9	years of age.	
2	,,	10	,,	,,
7	,,	11	,,	,,
6	,,	12	,,	,,
2	,,	13	,,	,,

3. Number of half-time boys at present in the school = 23.

It must be borne in mind that this is the only school taking half-time boys, where the master is qualified to sign the certificates of attendance, so that we may justly consider that *the Act* is a dead letter in Wellingborough.

Causes.

1. The want of school accommodation.

2. The imperfect way in which the Act has been carried out. The police have visited the workshops twice, I believe, and after each of these visits there has been a rush of half-time boys to the school, who have fallen off again in their attendance after a week or two. Some of the employers have never *pretended* even to send a boy, and have laughed at the police when visited by them.

3. *In no case* has the Act been thoroughly carried out. The children sent have simply attended school the 10 hours, working all the rest of the time. In this matter the employers and parents have agreed. In many cases the boys have made their full work time, and so none of their wages have been lost.

Effect.

A great many more little boys have left than usual. In the majority of cases the parents have promised that the boys should come as half-timers, but only a few have done so, and in no case permanently. The answer given on inquiry is that the masters refuse to allow them to come. The parents having become accustomed to receive the wages, say that they do not know how to do without it.

This state of things is also brought about by the ridiculously small sum offered by the masters to half-time workers. In some cases it is

9*d.* per week, and very often not more than 1*s.* per week, whereas as whole day workers they can earn much more than double this sum.

H. N. BROUGHTON
for
BENJAMIN GENNER.

"Both parents and masters combine against the Act."—H.N.B.

APPENDIX D.

During the past year, I have had over 30 girls in attendance under the Workshops Regulation Act. Of these I am afraid not more than half have derived much benefit, while their coming has seriously interfered with the *order* of the school and the instruction of the other children. It is most difficult to make many half-timers take the same interest in their lessons that other children do, their one idea seems to be to get through the two hours of school time each day with as little trouble as possible to themselves, consequently they cannot well be taught in the same class with others who are not half-timers, their progress being so much slower. This is particularly the case with those whose mothers work in the same factory, and are anxious to have their needlework done by the girls when at school. Such mothers have contrived that the girls should come almost always at the hours when needlework is done, so that the girls, though great dunces, rarely have a reading or writing lesson, as I *must* keep to my time table, for the sake of the rest, and of course all the class must work together, the numbers being too large to admit of my attending to anything but the needlework at that time. The greatest difficulty is, that I have never been able to make them all come at one time, say from 9 to 11, 10 to 12, or 2 to 4. The masters will send them only at such times as are convenient to themselves each day, consequently they miss so many lessons that those which they do receive are almost unintelligible to them. Then most of the half-timers are rarely, if ever, present at a scripture or catechism lesson, which they always try to avoid, this I think is most objectionable. When work is scarce, as it has been lately, they have stayed away altogether for three or four weeks at a time, then when they go to work again, they return to school for the 10 hours a week. I have inquired why they do not come the whole time to school when their masters do not want them, and the parents say they cannot afford to pay when the children have no wages.

Finedon, Wellingborough,
January 22nd, 1870.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* REV J. J. BLANDFORD, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* DERBY, LEICESTER, NOTTINGHAM, STAFFORD, *and* CHESTER.

MY LORDS, January 1870.

I HAVE the honour to present to your Lordships a report of the schools I have inspected in my district during the year ending August 31st 1869. Seven of these schools are in the counties of Nottingham, Stafford, and Chester, they are conveniently situated for inspection on the borders of Derbyshire and Leicestershire which form the chief part of my district. I have also inspected a few schools in the neighbourhood of Nottingham for my colleague the Rev. C. Sewell.

Number and description of schools inspected.

The number of schools in my own district that have been visited in reference to the payment of annual grants is 182. Of these, 31 are boys, 30 girls, 88 mixed, 33 infants. As a considerable portion of my district is rural the preponderance of mixed schools is, as might be expected, large.

Preponderance of mixed schools.

Income and expenditure of these schools.

The total income of these schools was 20,064*l.* 8*s.*, which is derived from the following sources:—

	£	s.	d.
Endowment	810	18	2
Voluntary contributions	5,056	17	9
School pence	6,729	4	11
Capitation grant	7,235	12	8
Other sources	231	14	6
Total	20,064	8	0

The total expenditure was 20,212*l.* 17*s.* 5*d.*, which is made up of the following items:—

	£	s.	d.
Salaries	16,437	1	4
Books and apparatus	892	6	3
Miscellaneous	2,883	9	10
Total	20,212	17	5

Average income per scholar.

The average income per scholar was 1*l.* 3*s.* 11*d.*

Average expense per scholar.

The average expenditure per scholar was 1*l.* 4*s.* 1¼*d.*

Number of teachers.

The number of certificated teachers was 196, of pupil-teachers 196, of assistants 17.

Accommodation provided in these schools.

Accommodation is provided in these schools for 20,087 children at eight square feet of superficial area per child.

Number and age of children on registers.

The number of children on the school registers was,—

Under 4 years old	2,473
Between 4 and 5 years	2,566
„ 5 „ 6 „	3,189
„ 6 „ 7 „	2,906
„ 7 „ 8 „	2,849
„ 8 „ 9 „	2,816
„ 9 „ 10 „	2,511
„ 10 „ 11 „	2,041
„ 11 „ 12 „	1,492
„ 12 „ 13 „	951
„ 13 „ 14 „	475
Over 14	237
Total	24,506

Time in school.

The number of children who have been in school,—

Less than 1 year was	9,920
1 year	5,337
2 years	3,815
3 „	2,370
4 „	1,455
5 „ and under	1,372
Total	24,269

Results of examination under the Revised Code.

The following summary (Table A.) gives the results (with other particulars) of the individual examination in reading, writing, and arithmetic, but it does not include those who were examined in Standard VII., I have reported upon them separately:—

SUMMARY of all SCHOOLS (Annual Grant Cases) examined in the COUNTIES of DERBY, LEICESTER, NOTTINGHAM, CHESTER, and STAFFORD.

TABLE A.

Description of School.	Number of Schools.	Number of Children individually examined in Standards VI., V., IV., III., II., I.	Number of Passes in			Total Number of Passes in Reading, Writing, and Arithmetic.	Per-centage of Passes in			Total Per-centage of Passes in Reading, Writing, and Arithmetic.	Average Attendance during the Year.	Present on the Day of the Examination.	Eligible for Examination but absent on Day of Examination.	Under 6 Years of Age who have attended 200 times and upwards.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.					
Boys	31	2,115	1,790	1,952	1,694	5,436	84	92	80	85	2,531	3,061	111	16
Girls	30	1,700	1,450	1,579	1,336	4,365	85	92	78	85	2,663	3,378	106	532
Mixed	88	4,895	4,151	4,460	3,753	12,364	84	91	76	84	6,784	8,523	268	1,528
Infants	33	811	646	706	617	1,969	79	87	76	80	3,458	4,062	76	2,331
Totals	182	9,521	8,037	8,697	7,400	24,134	84	91	77	84	15,436	19,044	561	4,408

Number present on day of examination.

Upon referring to the foregoing summary it will be seen that 19,044 were present on the days of inspection. Of these,

9,521 (one half) having attended 200 times and upwards, and being more than six years of age were individually examined in reading, writing, and arithmetic. 4,408 of the number present being under six years of age, and fulfilling the conditions of attendance were not individually examined. If therefore, the number of those who were individually examined (9,521), and the children under six years of age (4,408), are subtracted from 19,044, the number actually present, there is left a remainder of 5,115, which represents the children who not having attended a sufficient number of times were not eligible for the individual examination.

Number individually examined in reading, writing, and arithmetic.

Number under six years of age fulfilling conditions of attendance.

Number present who had not attended 200 times.

The average age in the respective standands without reference to sex was,—

Average age in respective standards.

12	years	5	months	in Standard	VI.
11	„	5	„	„	V.
10	„	7	„	„	IV.
9	„	6	„	„	III.
8	„	3	„	„	II.
7	„	1	„	„	I.

The average age of those who were examined in boy's schools was 10 years, in girls' 10 years, in mixed 9 years, 9 months, in infants' 7 years, 1 month.

Average age in boys', girls', mixed, and infant schools, of those individually examined.

The average age of all that were individually examined was 9 years, 10 months.

Average age of all individually examined.

The number individually examined in,—

Boys' schools	was	-	-	-	2,115
Girls	„	„	-	-	1,700
Mixed	„	„	-	-	4,895
Infants	„	„	-	-	811
	Total	-	-	-	9,521

Number individually examined in boys', girls', mixed, and infant schools respectively.

The number of passes in reading was 8,037, in writing 8,697, in arithmetic 7,400, making a total of 24,134.

Number of passes in reading, writing, and arithmetic.

The following tables B, C, D, E, F, present in a detailed form the particulars of which Table A. is a summary.

Tables showing details of Table A.

BOYS' SCHOOLS (B.)

Standard.	Number of Passes in			Total Passes.	Number examined.	Average Age.		Percentage of Passes.
	Reading.	Writing.	Arithmetic.			Years.	Months.	
VI.	117	119	108	344	121	12	1	94
V.	181	191	192	564	210	11	6	89
IV.	324	297	269	890	363	10	6	81
III.	391	392	329	1,112	442	9	8	83
II.	453	539	436	1,428	546	8	6	87
I.	324	414	360	1,098	433	8	1	84
Totals	1,790	1,952	1,694	5,436	2,115	10	0	85

GIRLS' SCHOOLS (C.)

Standard.	Number of Passes in			Total Passes.	Number examined.	Average Age.		Per-centage of Passes.
	Reading.	Writing.	Arithmetic.			Years.	Months.	
VI.	85	92	76	253	95	12	6	88
V.	108	122	106	336	135	11	6	82
IV.	174	153	134	461	198	10	8	77
III.	322	344	296	962	375	9	6	85
II.	426	472	382	1,280	480	8	3	88
I.	335	396	342	1,073	417	7	7	85
Totals	1,450	1,579	1,336	4,365	1,700	10	0	85

MIXED SCHOOLS (D.)

VI.	190	207	192	589	211	12	5	93
V.	295	301	305	901	364	11	5	82
IV.	571	494	467	1,532	621	10	7	82
III.	874	879	732	2,485	989	9	5	83
II.	1,111	1,289	997	3,397	1,334	8	8	84
I.	1,110	1,290	1,060	3,460	1,376	6	4	83
Totals	4,151	4,460	3,753	12,364	4,895	9	9	84

INFANTS' SCHOOLS (E.)

II.	43	48	41	132	68	7	7	64
I.	603	658	576	1,837	743	6	7	80
Totals	646	706	617	1,969	811	7	1	80

SUMMARY (F.) of TABLES B., C., D., E., irrespective of Sex and Description of School.

Standard.	Number of Passes in			Total Passes.	Number examined.	Average Age.		Per-centage of Passes in		
	Reading.	Writing.	Arithmetic.			Years.	Months.	R.	W.	A.
VI.	392	418	376	1,186	427	12	4	94	97	88
V.	584	614	603	1,801	709	11	5	82	86	85
IV.	1,069	944	870	2,883	1,182	10	7	90	71	73
III.	1,587	1,615	1,357	4,559	1,806	9	6	87	89	76
II.	2,033	2,348	1,856	6,237	2,428	8	3	83	96	76
I.	2,372	2,758	2,338	7,468	2,969	7	1	80	93	78
Totals	8,037	8,697	7,400	24,134	9,521	9	10	84		

Number of schools in reception of annual grants not increased.

Average attendance and numbers pre-

The number of schools which are in the reception of annual grants has not I regret to say increased. When I made my report in 1867 the number was 184, it is now 182. The average attendance has increased from 14,363 to 15,436 being an increase of 1,073, whilst 654 additional scholars have been presented for the individual examination. Yet,

as in 1867 so in 1869, the per-centage of those who were presented in the lower standards I., II., III., is out of all proportion to those who were presented in the upper, IV., V., VI. In 1867, out of 8,867 who were individually examined, 6,757 (76 per cent.) were placed in standards I., II., III., in 1869, 76 per cent. also were placed in the lower standards.

Per-centage presented for examination increased. Small per-centage of children presented in higher standards.

Your Lordships have remarked (Report 1865–66. p. XI.) that a child of ordinary ability who is upwards of 10 years of age can, if properly instructed, pass Standard VI., that is, should be able to read with intelligence, write a good hand, spell correctly, and be able to work a sum in practice, or in bills of parcels, and it is clear that a child between 10 and 11 years of age, of average ability, and who has been regularly at school, ought to be able to do this. But taking the case of boys' schools alone, it will appear upon reference to Table B., that 363 boys were presented for examination in Standard IV., and 210 in Standard V., the average age of these 573 children was 11 years, the greater part of them therefore, proper instruction and regular attendance being assumed, ought, had their attainments been in proportion to age, to have been placed in Standard VI., but had they been so presented, the greater part would undoubtedly have failed in at least two out of the three subjects of reading, writing, and arithmetic.

Children upwards of 10 years of age if properly instructed should pass in Standard VI.

But they cannot do so.

This state of things is very unsatisfactory, it is caused by the irregular attendance of the children, and by the early age at which they are withdrawn from school and sent to work. There is no doubt an unwillingness amongst teachers and managers of schools to place the scholars in higher standards than they are obliged, and this, when the attainments of those who are presented for examination are such as to justify their being so placed, is very unfair, and to some slight extent reduces the number of those in the higher standards, but the real causes of the disproportion between the number of those in the upper standards and that in the lower are the irregular attendance and the early age at which the children leave school.

Reasons why more children are not placed in higher standards.

This irregular attendance might be diminished, and to some extent such has been the case, if the managers and teachers would organize a regular system of inquiry at the houses of the parents, as to the causes of their children's absence, this ought to be done, if any good effect is to arise from it, frequently and regularly, not as is generally the case a few weeks before the examination, for the purpose of looking up a few scattered sheep who have nearly made up their 200 attendances, and who may therefore be worth eight shillings

Methods by which the irregular attendance might be lessened.

per head. In country villages the clergyman might do this himself without much difficulty, in towns the agency of district visitors might be employed. But after all, any measures of the foregoing kind are merely palliative, and can have but little effect upon the education of the country at large, so far as securing a more regular and longer attendance of the children at school is concerned.

Methods for securing regular attendance and longer continuance of children at school.

There are two methods by which the evils arising from irregular attendance, and from the early age at which the children of the working classes are withdrawn from school, may be met, one is a general determination on the part of the parents themselves, resulting from a persuasion of the value and necessity of education, voluntarily to forego for a longer period the benefits they now derive from their children's earnings, and to keep them at school until they have been properly instructed, the other is to make attendance at school up to a certain age compulsory, either directly or indirectly, as in certain cases it is already. Of the two methods there is little doubt that the first is the best, and it may be hoped that the time may come when the working men of this country will take the initiative in regard to the education of their children, and require no enactments of a compulsory kind for the purpose, that, recognizing the absolute necessity of education from their own experience of its value, they will be willing to exercise economy and self-denial in order that their children may enjoy the same advantages which they have had themselves. But although there are evident signs of an increased and increasing desire amongst the working classes for the better education of their children, the feeling is not as yet strong enough when it is put in competition with the wages which they can earn. When therefore an end cannot be obtained by the best means it may be well to try others, and at present there seems to be no other way to secure a more regular and longer attendance in elementary schools, than to effect a compromise between labour and instruction, by making the attendance at school of children employed in work, up to a certain age, for so many days in the week, compulsory.

Great number of children neither at work nor at school.

Besides the children thus taken from school and sent to work, there are numbers who neither go to work nor to school, and these are not necessarily "the wild arabs of the "streets," or "gutter children" as the terms are, though they are in a fair way of becoming such. I venture to say in words of sober earnest that if in any of the three towns of Derby, Leicester, or Nottingham (with which I am well acquainted) three or four Italian boys with the usual accompaniments of a monkey, white mice, and an organ were sent

to perambulate the quarter where the working classes chiefly reside between the hours of 10 and 12 o'clock in the forenoon, the time at which children are supposed to be in school or at work, the number of children who in the course of the morning would be found in attendance upon the aforesaid Italians and their monkeys, would furnish a good average attendance for several additional schools.

Standard VII.

In the foregoing calculations as to the number of passes in reading, writing, and arithmetic, no account has been taken of the number presented for examination in Standard VII., that is, of those who were examined in some specific subject of instruction provided in the time-tables of the school in use throughout the past year beyond Standard VI.

Small number of children presented for examination in Standard VII.

It seems almost superfluous to adduce further evidence in order to show how short the time is during which the children of the working class attend school, but the following table (G.) places the fact if possible in a still stronger light, and shows the necessity of some legislative interference.

TABLE G.—Showing the Number of Children, &c. presented in Standard VII.

Description of School.	Number of Schools.	Number of Children individually examined in Standard VII.	Number passed in Standard VII.	Per-centage of Children who passed in Standard VII.	Average Age.	
					Years.	Months.
Boys -	18	52	40	76	13	3
Girls -	14	40	29	72	13	4
Mixed -	24	50	41	82	13	5
Totals -	56	142	110	77	13	4

Upon referring to tables A., F., and G., it will be seen that (omitting infant schools as not coming under the operation of the Minute which conditionally allows candidates to be once examined in Standard VII.), the total number of boys', girls', and mixed schools is 149, and that the numbers presented in Standards VII., VI., and V., are in the aggregate 1,278, yet it is not very satisfactory to find that out of these 149 schools only 56 (37 per cent.) were able to avail themselves of the Minute, and that out of 1,278 in Standards VII., VI., V., only 142 (11 per cent.) should remain in school long enough to be placed in Standard VII.

The subjects chosen for examination in this higher standard were either geography, grammar, or the higher rules in arithmetic, but most frequently geography, the number who passed was satisfactory.

Higher subjects.

Upon certain conditions your Lordships make an additional grant when one or more subjects otherwise than reading, writing, and arithmetic are taught in a school. I am glad to be able to report that extra subjects, such as geography and grammar are gradually being again introduced in these schools from which they had for a long time been for the most part excluded for reasons not very creditable to either managers or teachers. The number of schools (omitting infants) in which these higher subjects might have been taught is 149, yet out of this number only 58 considerably less than half, presented scholars for examination. One of the conditions of the payment of the extra grant is that there should be a pupil-teacher if there is an average of 65 scholars, but out of these 149 schools there were 57 who had an average attendance under 65, and consequently the additional grant towards the expenses of the school might have been obtained without the payment of a pupil-teacher, yet only 21 schools out of the 57 availed themselves of the Minute. It is to be hoped that these higher subjects will cease to be termed *extra* as if there was something extraordinary in their being taught, but that one or more of them will form a part of the ordinary instruction given in elementary schools. Wherever they are taught as well as reading, writing and arithmetic, the latter subjects instead of showing symptoms of deterioration present entirely the reverse.

Small number of schools in which the scholars are presented for examination in higher subjects.

The per-centage of passes in reading was 84, in writing 91, in arithmetic 77; the per-centage in all three subjects being 84. These figures, with the exception of those in arithmetic, would not be unsatisfactory if there was anything like a fair proportion, which I have shown there is not, between the numbers presented in the higher standards and those in the lower.

Children better taught under the Revised Code.

Upon the whole I have no hesitation in saying that the schools on which I have reported are really in a more efficient state than they were under the Old Code, and that the mass of the children in them are more effectually taught. It is doubtless true that children in the upper classes, or rather I should say in the *first* class, answered better in the higher subjects, and were further advanced in arithmetic than they are now, but I do not think they either read better or spelled better than those who are now examined in the fifth and sixth standards, whilst the reading, writing, and arithmetic of the lower classes are very superior to what they were under the Old Code. The teachers now have an interest in the progress of all the classes, and the greater care bestowed upon the younger children very much more than compensates in the long run for a less advanced first and second class, especially when the early age at which the

children leave school is taken into consideration, for a very large number of them leave the school before they get into the higher classes.

The following is a list of schools that have been inspected, but not being conducted by certificated teachers they are not in the reception of annual grants :— Simple inspection.

Ashover Hill.	Morley.
Biggin.	Pentrich.
Barrowash.	Swanwick, Endowed.
Breaston.	Blackfordby.
Brimington.	Heather.
Buxton, Infants.	Thringstone.
Hasland Hall.	Bramcote.
Kirk Langley.	Chilwell.

The best of these are at Borrowash, Hasland Hall, Swanwick, Heather, Kirk Langley, and Bramcote.

Besides these schools there are four under certificated teachers, at Longford, Whittington, Duffield, and Ashby-de-la-Zouch, but the endowments preclude the managers from availing themselves of an annual grant. In the last school, called the Ashby-de-la-Zouch Free Grammar School, an excellent education is given to the sons of working men and tradesmen.

I have also inspected the ragged school in Derby; it is conducted by an earnest, intelligent master, who instructs a class of boys and girls who probably would go to no school if they had not the opportunity of attending this. One meal a day is provided for the children. Instruction is given in religious subjects and in reading, writing, and arithmetic, but no work of an industrial character forms part of the routine. It was attempted once but it did not succeed. There is an infant department conducted by a mistress, formerly a pupil-teacher apprenticed in one of the schools in Derby. Ragged school at Derby.

There has been an increase in the number of evening schools in my district. In 1865 there were 17, there are now 30. Seven of these are connected with schools in Derby, the rest are in the country. The number (males and females) presented for examination was 918. Of these not more than one-fourth were placed in the higher standards. The per-centage of passes in reading was 90, in writing 77, in arithmetic 72. Evening schools.

I have the honour to be, &c.

J. J. BLANDFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year 1869, by Her Majesty's Inspector, the* Rev. W. Campbell, *on the* Church of England Schools *inspected by him in* Middlesex, West Surrey, Hampshire, *and the* Channel Islands.

My Lords,

I have the honour to present to your Lordships my general report upon schools inspected by me during the official year 1868–69 in the counties of Middlesex, West Surrey, Hants, and in the Channel Islands.

Little variety in bi-annual reports.

The daily occupation of inspection is now so little varied by any exceptional excellence in schools or teachers, or by any desire to produce success beyond a certain point, that I for one cannot help sharing in what I believe to be a pretty general impression on the minds of my colleagues, that such a report as your Lordships require of us would at present best serve its end by simply embracing a description of the inspectoral work performed and a statement of the results produced.

No important change in the state of schools.

As far as my experience goes the condition of schools under the Education Department has neither improved nor deteriorated in the last two years; and the cause of this must be obvious. The introduction of the code of 1860, which was so emphatically a "*digest* of your Lordships' laws," settled at once, and definitely, the minimum of return which would be expected for your grants; and consequently in most cases minimized, so to speak, the aims and exertions of those very many managers and teachers in mine and other districts of inspection to whom such grants were the *sine qud non* of school existence. This seems to me to point to two facts of great importance—the power of your Lordships' present influence over the character of the education to be given to the poorer classes, and the powerlessness of those, from whatever cause, moral or social, who seek to carry out such an education except under the ægis of your Lordships' protection. For this reason there seems to be little of material importance to record between the intervals of reporting.

Points on which small change or no change can be noted.

There are, however, certain points of detail in which it may be desirable to note that no change has occurred since my last report; and others which appear to be modified by a recurrence to past regulations. Under the former of these heads may be placed the three subjects of instruction upon which grants mainly depend.

Reading.

Reading I find to be taught with nearly the same success, or I may say result, as formerly. Most, if not nearly all, of

the children are found to read *intelligibly*; a very small proportion read *intelligently*. This may in great measure be attributed to the unsuitableness of the reading books in use. This is a point upon which I need not say much after the strong protests made by many of my colleagues in their general reports last year. Managers and teachers seem to be all at sea with regard to what books they should choose. The almost invariable question of school managers to me is, "What books do you recommend?" To which question I am obliged as invariably to answer, "I must not recommend any." I find especial difficulty in choosing any pieces by which I can test the reading of the 5th Standard. I believe it would have a most beneficial effect on the teaching of easy and intelligent reading, which, after all, is the very basis of all *self*-instruction, to have a series of well-considered, well-selected, and well-graduated reading books published by authority of your Lordships; or, if this be deemed unadvisable, to prescribe, as is the case in training colleges, certain pieces, such as a book of Milton, or Cowper, or Wordsworth, or Dryden, or a canto of Scott's poems, or, better than all, a play of Shakespeare for the reading examination of the two higher standards; at the same time requiring in the case of the 6th and 7th Standards a short explanation of the scope of the book selected. I feel very strongly on the subject of the prominence which should be given to good reading in the general estimate of the skill and care with which a school has been taught. The knowledge of writing and arithmetic is more or less maintained by the daily exigencies of the ultra-school life of every boy and girl; but unless the drudgery of *learning* to read aloud at all is thoroughly superseded by the power and the pleasure of *reading well* the success of home "lessons," which I believe to be one of the most valuable offices of a good National school, remains unfulfilled.

Unsuitableness of existing reading books.

Writing is as it used to be, neither better nor worse. I find, however, in the best schools that Standard I. is in this subject really up to the point of proficiency which the Code prescribes for children of the 2nd Standard. All the children are able to transcribe, not *words* but *sentences*, and in some cases to write easy dictation.

Writing.

Arithmetic I find to be much improved. Sums of fair difficulty are taken down from dictation, in most cases with satisfactory accuracy; and easy problems are solved with almost uniform success. There is greater promise of capability of applying the theory of the schoolroom on this subject, and the practical questions of domestic finance and calculations are made now, not so much by that trick of

Arithmetic.

memory called "mental arithmetic," or by the time honoured process of "rule of thumb," as by the really deductive operation leading to sure, though slow, success, called "doing a sum."

Higher subjects than those marked in the schedules.

With regard to the re-introduction of higher subjects of instruction than those above-mentioned, I can, I am happy to say, speak most decidedly. The invitation, so to speak, which your Lordships gave to schools by the Minute of 20th of February 1867, to supplement the three mechanical subjects by those of more general interest, viz., geography, English grammar, or English history, has been taken advantage of to as general an extent as the conditions of the Minute would allow. I may say, that almost every school in my district which *could* apply for the additional grant, *did* so. And this was not, I am convinced, entirely in order to earn the additional grant, but in some cases, as a rebound from the perpetual strain of teaching the three money-making subjects, in others at the express wish of the children and parents, and thirdly, in the case of some trustful teachers, who foresaw a few hours a week devoted to the intelligent teaching of something beyond the requirements of the examination schedules, would not endanger, but rather secure, a good and *remunerative* reputation for their schools. In the absence of any distinct instructions from your Lordships, I have been in the habit of prescribing for this examination, the geography of Great Britain, not simply as an island off the continental coast, but with reference to its dependencies, and its influence upon other countries; within this scope I have found the instruction comprehensively and sensibly given, and the results of it accurately and intelligently reproduced. It is my firm opinion, that the introduction of this Minute has done more to improve the general intelligence of the schools, and to produce a greater *accord* between teacher and scholar, to give greater facility to the *technical* training of the pupil-teachers, and thus act upon the training colleges and their special lecturers, than the framers of it had probably anticipated. It has produced, may I say *re*-produced, a wholesome pressure from beneath.

Religious knowledge.

As to the subject of *religious knowledge* I have little to say.

In my last report I had occasion to speak strongly upon this subject, but I have found that the state of things this year is very different. I prescribed a plan of subjects graduated to suit the various years of pupil-teachers' standing, and suggested that each teacher should *teach* the subject which he was learning. This, I find, to have been a relief to the principal teacher by prescribing his required

instruction in this, the widest of all subjects; and the means of stereotyping in the minds of the children, at least one portion of religious truth. I have inserted my syllabus of religious instruction for 1871, at the end of this report. (See Appendix A.)

Infant schools.

I have been much interested in watching the progress of infant schools, which I am convinced are now by far the most important of the three schools in each group.

There are many excellent infant schools in my district, such as Paddington St. James's, Holy Trinity, and Surbiton St. Mark's, and in every case where this department is conducted with cheerfulness, strict method, and unselfish care, the tone, order, and general efficiency of the higher departments are invariably much enhanced. It will be unnecessary to notice the greater *pecuniary* value which must obviously be attached to this kind of school.

I believe if your Lordships would agree to award a special premium, either in the way of a "red star" on the parchment, or any other mark of distinction, to especially good infant schools, it would have a highly beneficial effect.

The financial state of schools.

The financial state of most of my schools is lower than I ever remember it to have been during my 16 years of service. Teachers' salaries are harder to pay, the outlay for books and apparatus is harder to meet, and even the washing of schoolroom floors, and the cleaning of schoolroom walls, to say nothing of repairing broken windows, seems seriously to strain the resources of the treasurer.

Increase of candidates for pupil-teachers.

With regard to teachers, there is much promise of improvement. The number of candidates (especially *females*) who present themselves at the collective examinations is much increased, and those who appear are of a higher class than hitherto. I am afraid, however, that there is a too prevalent notion abroad among the parents of promising boys and girls that they may, under the present form of memorandum of agreement, apprentice them in order that they may receive a good and gratuitous education, without intending that they shall, after their time has been served, pursue the occupation of school-keeping. I am particularly struck with the change in the appearance of what are termed "actual teachers" who present themselves at the Christmas examinations for certificates of merit. The greater number of this class used to consist of men and women of advanced age, and comparatively, or in many cases entirely, without knowledge of modern methods of teaching. Now they are, for the most part, ex-pupil teachers, matured in seriousness, skill, and experience, by two or three years' probationary work as assistant teachers. This class has increased greatly within

Acting teachers.

the last two years, as the certificate lists will show, and I believe it to be one of great future usefulness.

Efficiency of principal teachers.

Of the principal teachers in my schools, I cannot speak in any terms but those of approbation. I find them almost invariably earnest, untiring and conscientious, and most willing to carry out any regulations which your Lordships may see fit, from time to time, to impose.

The following tables (see Appendix B.) will show the amount of inspection work done by me during the interval between this and my last report.

I have the honour to be, &c.

W. CAMPBELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUBJECTS of EXAMINATION in RELIGIOUS KNOWLEDGE for PUPIL TEACHERS, MALE and FEMALE.—1871.

First and Second Years.

1. The Pentateuch; with especial reference to the Types and Prophecies concerning Christ.
2. The History of Our Blessed Lord's Life and Teaching; more particularly as they are described in the Gospel of St. Matthew.
3. The Text of the Church Catechism, with Scripture Illustrations.

Third Year.

1. The Books of Samuel, Judges, and Kings.
2. The Gospel according to St. Mark.
3. The Acts of the Apostles (generally).
4. The Essentials of the Liturgy.

Fourth Year.

1. The Books of Ezra, Esther and Nehemiah.

(The Books of Haggai and Zechariah should be read with these.)

2. The Gospel according to St. Mark.
3. The Acts of the Apostles.
4. The Epistle to the Phillippians.

(The 11th chapter of the Hebrews to be learnt by heart.)

Fifth Year.

1. Isaiah and Daniel.
2. The Gospel according to St. Mark.
3. The Acts of the Apostles.
4. Epistles to the Hebrews and Colossians.
5. The History of the Prayer Book.

It is recommended that, as far as it may be practicable, each pupil-teacher should teach the children of his class the subjects prescribed for his year of apprenticeship.

W. CAMPBELL, M.A.
H.M. Inspector.

February 1870.

APPENDIX B.

SUMMARIES of TABULATED REPORTS on SCHOOLS inspected by the Rev. W. CAMPBELL, during the Year ended 31st August 1869.

SUMMARY A.

ATTENDANCE, &c.

Schools visited on Account of	Number of Schools actually inspected between 1st September 1868 and 31st August 1869.						Number of Children.									Number of		
	Number of Schools, i.e., Institutions held in separate Buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.					Present at Examination.				In average Attendance.				For whom Accommodation is provided, at eight square feet of superficial area per Child.	Certificated Teachers.	Pupil-Teachers.	Assistant Teachers.
							Day Schools.		Night Schools.		Day Schools.		Night Schools.					
		Boys.	Girls.	Infants.	Mixed.	Night.	Boys.	Girls.	Males.	Females.	Boys.	Girls.	Males.	Females.				
ANNUAL GRANTS.																		
National Schools	110	62	49	43	51	21	11,790	10,056	—	—	10,141	8,136	331	24	28,989	212	223	28
British Schools in Channel Islands	2	2	1	—	—	—	124	51	—	—	103	38	—	—	426	3	1	—
SIMPLE INSPECTION.																		
National Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
British Schools in Channel Islands	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Number of Children on School Registers.

(1.) *Aged.*

Schools visited on Account of	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
ANNUAL GRANTS.												
National Schools	1,880	2,115	2,714	2,886	3,119	3,183	3,111	2,648	2,091	1,347	727	283
British Schools in Channel Islands	—	8	14	17	18	27	31	27	16	17	10	4
SIMPLE INSPECTION.												
National Schools	—	—	—	—	—	—	—	—	—	—	—	—
British Schools in Channel Islands	—	—	—	—	—	—	—	—	—	—	—	—

(2.) *Who have been in the School.*

Schools visited on Account of	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
ANNUAL GRANTS.						
National Schools	10,201	6,399	3,977	2,476	1,410	1,263
British Schools in Channel Islands	63	46	32	21	17	10
SIMPLE INSPECTION.						
National Schools	—	—	—	—	—	—
British Schools in Channel Islands	—	—	—	—	—	—

SUMMARY B.

Income and Expenditure.

Aggregate Annual Income and Expenditure as stated by Managers of—

(*a.*) 104 Annual Grant **National** Schools enumerated in Summary A.*

(*b.*) 2 Annual Grant **British** Schools, being the 2 Schools enumerated in Summary A.

Schools visited on Account of	Income.							Expenditure.					Number of Children in average Attendance in Schools to which Summary B. relates.
	From Endowment.	From voluntary Contributions.	From School-pence.	From Capitation Grants.	From other Sources.	Total.	Average per Scholar in Attendance.	For Salaries.	For Books and Apparatus.	For miscellaneous Purposes.	Total.	Average per Scholar in Attendance.	
ANNUAL GRANTS.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
National Schools	1,738 15 3	10,708 13 3	6,943 3 11	7,704 0 11	749 15 5	27,844 8 9	1 10 11½	19,641 9 4	1,368 2 0	6,346 16 5	27,356 7 9	1 10 5	17,990
British Schools in Channel Islands	—	54 9 2	98 4 8	82 4 4	50 11 0	285 9 2	2 0 6	259 2 4	12 15 9	27 15 10	299 13 11	2 2 6	141
SIMPLE INSPECTION.													
National Schools	—	—	—	—	—	—	—	—	—	—	—	—	—
British Schools in Channel Islands	—	—	—	—	—	—	—	—	—	—	—	—	—

* The number of schools inspected during the year was 110; but from 6 of these no sufficient returns of income and expenditure have been received.

SUMMARY C.

Passes on Examination and Attendance under Revised Code.

Day Schools.

	Number presented for Examination and fulfilling Articles 40—47.				Passes on Examination.						On Attendance only.				Amount granted under Revised Code.
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	Reading.	Writing.	Arithmetic.	Total.	Passes deducted not fulfilling Articles of the Revised Code.	Passes for Payment.	Infants under Six.	Number deducted not fulfilling Articles of the Revised Code.	Infants paid on	Half Time.	
															£ s. d.
National Schools	6,312	4,293	1,039	11,644	11,023	11,214	10,504	32,741	844	31,897	3,461	142	3,319	—	9,161 15 10
British Schools in Channel Islands	78	35	—	113	110	113	105	328	—	328	14	—	14	—	99 11 4

Evening Schools.

	Number presented for Examination and fulfilling Articles 40—47.			Passes on Examination.						Amount granted under Revised Code.
	Male.	Female.	Total.	Reading.	Writing.	Arithmetic.	Total.	Passes deducted not fulfilling Articles of the Revised Code.	Passes for Payment.	
										£ s. d.
National Schools - - - -	306	20	326	313	294	271	878	35	843	111 11 8
British Schools in Channel Islands	—	—	—	—	—	—	—	—	—	—

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. S. J. G. FRASER, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* HAMPSHIRE *and* WILTSHIRE.

MY LORDS,

I HAVE the honour to submit the following Report of schools in the district now assigned to me.

Extent of district.

In September 1867 I was transferred from the district which included portions of Staffordshire and Cheshire to that which is comprised in the census districts Nos. 100–103, 108, 117, 118, 254, 256–260, and 262–267. In that month I inspected schools in North and South Staffordshire, and commenced work in my new district on the 15th of October of that year. As the schools inspected in September form so small a portion of the number inspected during the two years ended August 31st, 1869, as not to be a sufficient basis of comparison between districts so widely different in character as my former and my present districts, I do not propose to refer in any detail to them; more especially as that portion of the county will, I believe, be separately reported on by one of my colleagues this year.

During the two years just passed I have been prevented by prolonged illness from discharging the full duties of inspection. And I have now to tender my most grateful thanks for the kind consideration which your Lordships showed me in allowing me such a lengthened leave of absence from official work as has very materially re-established my health.

Fewer schools inspected owing to ill-health.

The result of this illness, however, has been that the number of schools inspected each year by me has been much smaller than in any previous years. The work of this district has been supplemented by the kind aid of my colleagues Mr. Robinson, Mr. Routledge, and Mr. Watts.

Number of schools in the district on the official list.

In the district now assigned me I find from the official return of "schools aided by Parliamentary grants," that there are 166 Church of England schools which have at some time or other applied for inspection, and have received permanent or temporary aid from the Committee of Council on Education. Of these 33 are in Hampshire, 131 in Wiltshire, 1 in Dorsetshire, and 1 in Somersetshire. Of these the following are in the receipt of annual grants, viz., 27 schools in Hampshire, 94 in Wiltshire, 1 in Dorsetshire, and 1 in Somersetshire.

Of the remaining six schools in Hampshire, two (South Baddesley and Bournemouth infants' schools) were inspected

after invitation from the managers, the former having also received annual grants but now withdrawn, and four have received aid in building (of which one has been closed, Burley National School, and incorporated in the Burley Ville daily school). Of the 37 schools in Wiltshire, 21 have received aid in building and are permanently included in the list of schools for inspection; 8 have received a grant from the Treasury only; 7 have invited inspection; and 1 has received only a grant for books, &c. Of the first 21 two have recently been transferred to the annual grant list. Of those which invited inspected two (viz., Breamore and Westbury Leigh) appear to have been formally withdrawn. So that more than two-thirds of the number but less than three-fourths (about 74·1 per cent.) are in receipt of annual assistance from the Parliamentary grant.

Other parishes not on the official list.

But there are in the 19 census divisions which form my district at least 119 parishes, of which I can obtain information, 40 in Hampshire and 79 in Wiltshire, which contain an aggregate population of 11,408 in Hampshire and of 23,363 in Wiltshire, and an acreage of 164,661 in Hampshire and of 144,296 in Wiltshire. But none of these have been able, some few from choice but most from inadequate means for the purpose, to avail themselves of any help from the Parliamentary grant. Of these, 43, viz., 12 parishes in Hampshire and 31 in Wiltshire (about 37 per cent. of the parishes now in question) are represented as having no school. But they, in many instances, lie near larger parishes where schools are provided, and where their scholars are admitted for instruction. The following table will show the population that according to the census of 1861, was to be found in these parishes,—

		Population.
In Hants,	3 of these parishes have less than	100
	4 " " "	200
	2 " " "	300
	2 " " "	400
	1 " has more than	500
	12	

		Population.
In Wilts,	11 of these parishes have less than	100
	9 " " "	200
	5 " " "	300
	2 " " "	400
	2 " " "	500
	1 " has more than	600
	1 " " "	900
	31	

Sufficient accommodation for scholars in the district.

It may fairly be assumed that the parishes here represented with populations of over 200 have really school accommodation for their children, though from imperfect information they appear to be without it. Of the remainder the contiguity of larger parishes supplies the deficiency that inadequate funds or scanty population have necessarily made apparent. So that there would appear to be sufficient accommodation for the instruction of the children of these districts. The managers of 166 schools have at different times applied for inspection, whilst the clergy and laity of 119 other parishes have not yet done so. 76 of these last are provided with schools, of which 26 are either free or endowed, or both, and 50 more are supported by the children's pence and local subscriptions.

Nearly half the schools have not applied for inspection.

But though there is room enough for the scholars, and on the whole sufficient funds for the maintenance of schools for them, yet it would appear that about 41·8 per cent. of these schools have not availed themselves of the aid from the parliamentary grant.

Causes of this.

Many of them, no doubt, are not familiar with the mode or amount of aid to be expected, and are moreover deterred by misapprehension as to the part the Committee of Council takes in and consequent upon the assistance of schools. Others simply do not desire anything which might become by possibility an interference between themselves and their scholars, and others have large enough endowments to render the work of maintaining their schools not a heavy burden upon the local resources. These causes have hitherto combined to place this large proportion of the schools out of the reach of Her Majesty's Inspectors. In most instances probably the Diocesan Inspector visits them, but as their reports are made directly to the bishop or Educational Board of the Diocese, the results of their examination are not accessible to the public.

Suggested co-operation of Her Majesty's Inspectors with the Diocesan Inspectors.

It would be well, if some plan similar to that adopted in the Diocese of Lichfield (in which the schools of my previous district were situated) could be generally in vogue in the country. The Diocesan Inspectors accepted without further examination the results of the inspection by Her Majesty's Inspectors in the secular subjects, and thus obtained more time for a full and exhaustive examination into the manner and extent to which the children had acquired and retained the instruction in religious knowledge given in the course of the year. It would be an additional advantage in this scheme if these reports could be laid before Her Majesty's Inspector at his annual visit, when any weak points previously noted in the religious knowledge, might be specially brought before the managers and teachers.

Salisbury Diocesan Board of Education's School Prize Scheme.

With respect especially to this matter, I may state that the Salisbury Diocesan Board of Education in 1859, instituted a school prize scheme, by which (to quote from one of their occasional papers),—

"Without any extension or alteration of the subjects usually "taught in parochial schools it is desired to give a definite aim and "method to the instruction, and thus to be useful to the teachers: to "encourage scholars by prizes, which, however small in pecuniary value, "are certificates of industry, and tokens of sympathy; to afford by the "class-lists evidence to parents and managers how far the exertions "of the one and of the other have been well directed." "The subjects "of examination are those usually taught in such schools, including "needlework for the girls, particular attention being paid to the "religious portion of the examination." "The most marked testimony "comes from all parts as to the usefulness of the scheme." "Schools, "which before the prize scheme never taught or insufficiently taught "the Bible and Prayer Book, now stand at the head of all schools in "the diocese in that particular. The examiner in Prayer Book and "Catechism made this remarkable statement in his printed report, "1865:—'At one time I had some doubt as to the utility of the prize "'scheme in the diocese of Salisbury. After the perusal, however, of "'the papers on the Prayer Book and Catechism written this year, "'I confess that in this opinion my mind has undergone a great change. "'No one can read carefully the work done by the children examined "'without being deeply impressed with the value of such an examina-"'tion periodically held—at least, where it is loyally accepted and "'diligently prepared for.'"

By such or similar co-operation between Her Majesty's Inspectors and the Diocesan Inspectors, the subjects which form the curriculum of instruction and education in parochial schools might be more searchingly enquired into, and it is hoped that proportionate advance would appear in the intelligent understanding of each subject.

With regard to the children's knowledge of these subjects of instruction, I am not able to speak as of the whole of my present district, but only of that part which I have been able to inspect.

Religious knowledge.

In the matter of the religious knowledge, I find that there is great and annually increasing accuracy in the recollection of the hitsorical facts of the Old and New Testament and of the words of the Catechism. There is less gross ignorance of the simplest elementary facts, and fewer unintelligent blunders in writing or repeating the words of the Catechism, or the parables or miracles of our blessed Lord. I hope, as this foundation becomes more strongly rooted, that the teachers will be more generally successful in conveying to the children a more intelligent appreciation of the bearings of the facts they learn, as well as of the meaning of the words and phrases which from frequent repetition fall dead and lifeless upon the ear, and at length cease to convey any feeling or recognition, of any kind, of the

important truths they include within the compass of their language.

Reading

The reading, as a whole, only reaches to a very low minimum of proficiency. The children who pass are able to read the words of their books, but in scarcely any instance can they be said to understand what they read. The tone of reading is generally quite monotonous, without variation or inflexion of voice, and most often with a total disregard of all stops except the period. Even the period is ignored in the poetry reading of the 5th Standard, if it precedes the last one or two words of the line. Teachers hardly seem to appreciate the enormous value to the children and their parents and friends of a fluent, easy, and agreeable manner of reading. In the case of aged parents or relations, reading might be of incalculable benefit to all: and in other cases a well read, well chosen narrative or book of instruction might often detain members of the family from straying off to the public house or other place of so-called amusement, and thus prevent or even break those habits of idleness or worse, which often commence in the inability to find interest in their own homes.

Beneficial effects of good reading.

Writing and spelling.

Generally the writing of the children is good, in some cases very good. The spelling is on the whole very fair.

Arithmetic.

The arithmetic is very much improved. The instances are comparatively very rare where the very first principles of the rule are conspicuously ignored. They still occur, however, in the subtraction of the 3rd, 4th, and 5th Standards, where the larger number is placed under the smaller, and the process of subtraction carried on without apparently the slightest suspicion of the absurd disregard of the very foundation of the rule. And similarly in the division (both short and long) of the same standards, where the remainder is frequently left as large as, and very often much larger than, the divisor. In both these instances I invariably pluck the child, no matter what other sums are done right, as I consider that by the time a child has reached the 3rd Standard he ought to have a sufficiently intelligent knowledge of the rules he has been taught to avoid such gross blunders as those I have mentioned. They seem to me the more inexcusable, as a very simple and purely mechanical rule in each case would save children from committing them. In subtraction, counting the figures and looking to the left hand would at once show them how to know the larger number from the less; and in division they ought to remember at least that the remainder must *always* be *less than* the divisor. In the 4th and higher standards I always set a problem, but this is very rarely attempted, and still more rarely with intelligence or success.

Minute of 20th Feb. 1867.

The Minute allowing additional grant to schools under certain conditions, where an extra subject is taught, is working well. The children are pleased with the further information, and are enlivened and brightened, whilst the teachers experience relief from the continued attention hitherto supposed to be absolutely required by the instruction in the elementary subjects. The number of schools which adopt the additional course is increasing, whilst many, however, still advisedly abstain from any enlargement in the instruction, under the mistaken impression that it would interfere with the accuracy of the scholars in reading, writing, and arithmetic, and that their intelligence may be duly cultivated by thoughtful teaching in the particulars of religious knowledge. The conditions on which the grant is made are readily satisfied by schools generally on the first examination, but almost certainly in the second year, when a little experience has shown managers and teachers how to economize the school hours for the purpose.

Pupil-teachers.

The supply of pupil-teachers appears to be again advancing, judging from the pupil-teacher examinations held by me in 1868. My illness during the latter part of that year prevents me from giving such minute details of their numbers as I can for the months from October 15, 1867 to May 22nd, 1868. During that time there were 33 examined for admission to apprenticeship, of whom 19 took the candidates' papers, nine the first year papers, one the second year papers, and two the third year papers. Of these only four failed, two simply as candidates, one as second year and one as third year; 29 therefore were added to the teaching staff in that time, whilst there were nine pupil-teachers in their fourth year and five in their fifth year, leaving a considerable balance of gain to the number of pupil-teachers. Many schools brought forward candidates to supply the place of outgoing apprentices, but many others provided again after an interval or for the first time candidates to assist their certificated teachers. The majority of these were females, nearly in the proportion of two girls to one boy. This increase has become possible in many cases as a result of the extended operation of the Minute of the 20th February 1867.

I have the honour to be, &c.

S. J. G. Fraser.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the year* 1869, *by Her Majesty's Inspector, the* Rev. J. W. D. HERNAMAN, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him, in the Counties of* WORCESTER, HEREFORD, GLOUCESTER, RADNOR, *and* BRECKNOCK.

MY LORDS, Malvern, Christmas 1869.

I HAVE the honour to present to your Lordships my report for the year ending 31st August 1869. During that period I have visited 146 institutions under separate management, containing 189 departments under separate teachers, and consisting of 23 boys', 22 girls', 24 infants', and 120 mixed schools. Number of schools inspected.

The particulars of these schools are as follows:— General statistics.

County.	Census Districts.	Annual Grants	Simple Inspection.	Total.	Departments.	Certificated Teachers.	Assistant Teachers.	Pupil-Teachers.	Children present.
Worcester -	385 to 391	45	18	63	87	68	8	36	6,208
Hereford -	346 to 351	45	8	53	66	55	4	16	4,442
Gloucester -	335 to 345	14	5	19	22	17	—	3	1,455
Brecon and Radnor.	601, 602	11	—	11	13	13	—	3	784
Total - -		115	31	146	189	153	12	58	12,889

The aggregate annual income, as stated by the managers, of 108 annual grant schools in my district is as follows:— Aggregate annual income.

	£	s.	d.
From endowment - - -	836	2	8
„ voluntary contributions - -	5,100	9	2
„ school pence - - -	3,460	10	7
„ capitation grants - -	3,870	15	3
„ other sources - - -	133	4	6
Total - -	13,401	2	2

The aggregate annual expenditure is— Aggregate annual expenditure.

	£	s.	d.
Salaries - - - -	11,030	0	1
Books and apparatus - - -	655	2	2
Miscellaneous - - - -	2,094	15	3
Total -	13,779	17	6

Average income per child.

The average income per child is—

	£	s.	d.
From endowment - - -	0	1	7½
„ voluntary contributions - -	0	9	11¾
„ school pence - - -	0	6	9¼
„ capitation grants - - -	0	7	6¾
„ other sources - - -	0	0	3
Total - -	1	6	2¼

Average expenditure per child.

The average expenditure per child is—

	£	s.	d.
Salaries - - - - -	1	1	7½
Books and apparatus - - -	0	1	3¼
Miscellaneous - - - -	0	4	1
Total - -	1	6	11¾

General condition of schools.

As to general condition, these schools may be classed thus:—

	Superior.	Ordinary.	Inferior.	Total.
Annual Grant Schools - -	71	65	17	153
Simple Inspection - - -	2	11	21	34

Or, according to pe[illegible]ntages, thus:—

	Superior.	Ordinary.	Inferior.	Total.
Annual Grant Schools - -	46	43	11	100
Simple Inspection - - -	6	32	62	100

Comparing this return, as fa[illegible]as regards annual grant schools, with those for 1865 and 1[illegible]7, we have:—

	Superior.	Ordinary.	Inferior.	Total.
Annual Grant Schools in 1865 -	32	5[illegible]7	11	100
„ „ 1867 -	42	41	17	100
„ „ 1869 -	46	43	11	100

which shows a satisfactory increase in the number of superior annual grant schools.

Schools classified as superior.

I have classified as superior all the schools marked excellent, very good, or good. These arranged according to number of passes are as follows:—

Name of School.	Average Attendance.	Number examined.	Per-centage passed in			Total.
			Reading.	Writing.	Arithmetic.	
Boys' Schools.						
Pauntley - - -	40	32	100	90	94	284
Hereford, Blue Coat - -	127	86	100	97	84	281
„ Scudamore - -	111	80	99	94	85	278
Ledbury - - -	92	66	97	97	83	277
Pershore - - -	78	60	98	92	85	275
Much Marcle - - -	33	30	97	97	86	270
Great Malvern - -	63	50	96	90	84	270
Evesham - - -	60	51	98	82	86	266
Bosbury - - -	33	29	100	86	79	265
Worcester, St. John - -	81	68	96	93	69	258
„ St. Martin - -	147	120	100	82	73	255
Tewkesbury - - -	122	73	99	84	53	236
Crickhowell - - -	50	39	82	88	64	234
Girls' Schools.						
Worcester, St. Peter - -	125	98	100	98	99	297
Bosbury - - -	46	37	91	100	91	282
Pershore - - -	50	44	100	93	80	273
Evesham - - -	67	69	100	86	86	272
Ledbury - - -	59	37	98	100	73	271
Barbourne, St. Stephen -	85	33	97	97	66	270
Crickhowell - - -	46	42	90	98	76	264
Droitwich - - -	70	66	100	82	79	261
Hereford, Scudamore - -	90	47	92	85	74	251
Worcester, Sansome Place -	155	82	97	80	70	247
„ St. John - -	91	60	98	78	68	244
Mixed Schools.						
Lugwardine - - -	79	64	98	98	98	294
Guarlford - - -	90	69	100	97	93	290
Worcester, St. Nicholas -	107	54	98	98	90	286
Powick - - -	103	73	96	97	92	285
Dilwyn - - -	63	34	100	91	91	282
Whittington - - -	38	24	100	100	80	280
Hallow - - -	48	36	100	98	81	279
Madley - - -	59	55	100	95	80	275
Hanbury - - -	85	67	91	94	87	272
Boughrood - - -	35	27	100	100	70	270
Mordiford - - -	54	40	100	90	80	270
Cutnall Green - -	59	57	98	83	88	269
Wormbridge - - -	31	22	100	95	73	268
Clyro - - - -	46	33	97	94	76	267
Glasbury - - -	62	48	98	87	80	265
Hope, Upper Hill - -	28	27	92	92	81	265
Bengeworth - - -	70	58	100	91	74	265
Orcop - - - -	40	22	100	96	68	264
Goodrich - - -	68	44	98	82	82	262
Leigh Hurst - - -	60	58	95	84	83	262

Name of School.	Average Attendance.	Number examined.	Per-centage passed in Reading.	Writing.	Arithmetic.	Total.
Hentland and Hoarwithy	53	48	98	87	75	260
Crowle	58	43	95	86	79	260
Holmer	78	49	98	74	86	258
Ashperton and Canon Frome	72	56	98	82	77	257
Croft and Yarpole	82	64	95	95	61	251
Eyton	31	22	100	95	55	250
Forthampton	70	51	94	84	68	246
Tenbury	132	83	98	95	52	245
Llangunidir	101	71	90	99	52	241
Bishop's Frome	69	56	89	80	70	239
Staunton	70	68	93	75	69	237
Hope Mansell	36	35	80	80	71	231
Infants' Schools.						
Worcester, St. Peter	266	63	100	100	100	300
„ St. John	109	33	100	100	100	300
„ St. Clement	113	19	100	100	100	300
Pershore	78	18	100	100	100	300
Evesham	84	16	100	100	100	300
Upton-on-Severn	81	18	100	100	100	300
Leominster	120	21	100	100	100	300
Great Malvern	62	9	100	100	100	300
Worcester, St. Martin	194	44	98	100	98	296
„ St. Paul	147	26	96	100	100	296
Ledbury	66	14	100	93	100	293
Droitwich	66	23	91	100	100	291
Bengeworth	57	22	100	100	95	295
Hereford, St. Martin	67	18	94	100	94	288
Evening School.						
Worcester, St. Peter	—	62	95	95	76	266

Whole number of passes and number above Standard III.

The following table shows the whole number of passes in reading, writing, and arithmetic, together with the number of passes above Standard III.:—

—	Number examined.	Number of Passes. Reading.	Writing.	Arithmetic.	Total Number of Passes.	Number of Passes above III.
Boys' schools	1,417	1,319	1,200	958	3,477	980
Girls' „	1,149	1,079	986	765	2,830	598
Mixed „	3,526	3,157	2,866	2,100	8,123	1,668
Infants' „	402	383	400	383	1,166	—
Total	6,494	5,938	5,452	4,206	15,596	3,246

Or, according to per-centages, thus:—

—	Per-centage of Passes in			Average Per-centage.	Per-centage of Passes above III.
	Reading.	Writing.	Arithmetic.		
Boys' schools -	93	85	68	82	28
Girls' „ -	94	86	66	82	22
Mixed „ -	89	81	60	77	21
Infants „ -	95	99	95	96	—
Total -	91	84	64	80	21

New annual grant cases.

Since my last report the following schools have been added to my list:—Castle Morton, Preston and Blakemere, Guarlford, Croft and Yarpole, Broughton Green, Leigh Hurst, Llangenny, West Malvern, Whittington, Redmarley, Hereford, St. John Baptist, Badsey and Wickhamford, Tupsley, Dodderhill, Black Rock, Drake's Broughton, Llangattock, Hope Mansell, Worcester, St. Andrew, Tarrington, Hanley Castle, and Much Dewchurch.

New buildings.

New schools have been built, or are in course of building, at Madresfield, Broadwas (house only), Ashchurch (restoration), Twyning (extension), Coddington, Hope Mansell, Ewyas Harold, Drake's Broughton, Elmley Castle, and Eckington.

Proportion of population in annual grant schools.

The population of the district under my charge, according to the census of 1861, was 289,764, and the number of children in Church of England Schools aided by the State who were present at my inspection during the past year was 12,631. It appears, therefore, that the number of children in annual grant schools in this district is 4·4 per cent. of the population, which is about the same proportion as for the whole of England and Wales.

Neighbourhoods in which this proportion is highest and lowest.

The census districts in which this proportion is highest are Worcester, 8 per cent.; Droitwich, 5·3 per cent.; and Upton, Tewkesbury, and Hay, each 5 per cent. The census districts in which this proportion is lowest are Crickhowell, 1·4 per cent.; Ross, 2·2 per cent.; and Bromyard and Pershore, each 2·5 per cent.

Neighbourhoods in which there are no annual grant schools.

The Eckington sub-district, containing seven parishes and four chapelries, and 4,228 people, the Upton Snodsbury sub-district, with 15 parishes and one chapelry and 3,130 people; and the Clodock sub-district, with 10 parishes and townships and 2,484 people, enjoy the unenviable notoriety of not having a single Church school in receipt of annual grants.

Parishes of more than 500 inhabitants in which there are no annual grant schools.

The parishes in this district with more than 500 inhabitants in which there are no Church schools in receipt of annual grants from the Parliamentary Fund, and in which, consequently, there is no guarantee that the instruction is efficient, are as follows:—

Worcestershire.		Herefordshire.*		Gloucestershire.		Brecon and Radnor	
Claines	3,744	Hereford, All Saints.*	4,525	Dymock	1,870	Llanelly‡	9,603
Ombersley	2,463	Ross	4,546	Hartpury	843	Llaanhangel cwm du	1,056
Hartlebury	1,853	Hereford. St. Peter	3,053	Corse	552		
Worcester, St. Helen.	1,484	Hereford, St. Owen.	2,171				
Kempsey	1,433	Colwall	1,628				
Redmarley	1,265	Kingsland	1,150				
Fladbury	1,204	Bodenham	1,096				
Bredon	1,150	Burghill	934				
*Mathon	1,014	Linton	915				
Astley	864	Clifford	895				
Ripple	849	Marden	899				
Welland	802	Eardisland	894				
Grimley	776	Longtown	892				
Worcester, St. Swithin.	764	Whitbourne	891				
Eckington	748	Aymstrey	855				
Lindridge	687	Weston	828				
Severn Stoke	679	Woolhope	803				
Suckley	584	Withington	788				
Knighton	570	Canon Pyon	768				
Bretforton	565	Grosmont	743				
Areley Kings	564	Ivington	750				
Pebworth	506	Kimbolton	723				
Pensax	503	Bridstowe	717				
		Peterchurch	710				
		St. Weonard's	690				
		Hope†	662				
		Wellington	626				
		Allensmore	610				
		Yarkhill	568				
		Aston Ingham	566				
		Abbey Dore	551				
		Dorstone	547				
		Shobdon	503				

* There is an excellent endowed school in this parish in receipt of annual grants.
† There is an annual grant school in an outlying hamlet.
‡ There are two *small* annual grant schools in this parish.

Why so many parishes have not availed themselves of Government aid.

That so large a number of parishes, many of them wealthy and populous, should not have availed themselves of your Lordships' aid, is to be attributed, I believe, more to the prejudice, misapprehension, and apathy of the clergy and landowners than to poverty and inability to comply with your Lordships' regulations. I am the more persuaded that this is the case from my having frequently found, in the course of my visits of simple inspection to several of the above schools, that the salaries given to incompetent teachers were sufficient, together with the Government grant that might be earned, to secure the services of a certificated master or mistress.

Complaints that schools cannot re-

I am not seldom called upon to listen to the complaints of managers that their schools are not eligible to receive a grant

from your Lordships unless they are under a certificated teacher, and to hear their comments upon the unfairness of insisting on such a requirement in a scheme which professes to pay for results. In many instances, however, they have a very mistaken notion as to the real state of their schools, and consequently fail to see that the waiving of this condition would not materially benefit them, seeing that a very small number of their children would pass as long as they retained the same teachers.

ceive a grant unless they are under a certificated teacher.

I have not hitherto been an advocate for the relinquishment of the certificate as one of the conditions upon which your Lordships' aid may be obtained, nevertheless I cannot but think that it would remove a grievance to dispense with it, and I fully believe that such a concession on the part of your Lordships would be the means of inducing many persons to apply for Government help, of showing them the poor prospect they have of earning a grant without more efficient teachers, and of leading them ultimately to employ certificated masters and mistresses.

Removal of this restriction desirable.

There are, also, many cases in which your Lordships' aid towards the erection of school buildings would be solicited, but for the feeling that it is too insignificant to be of much benefit, and that it is hardly worth the trouble and expense which are involved in securing it. A clergyman, in one of the largest towns in my district, who is about to build large schools in his parish, and who has already raised a very considerable sum of money for the purpose, is actually waiting to commence operations until there has been some further legislation on the subject of education, in the expectation that he may receive more liberal aid. I am persuaded that, were your Lordships' grants increased to what they were in 1859, that is, from 2*s.* 6*d.* to 4*s.* per square foot towards the erection of new school-rooms, and from 65*l.* to 100*l.* for a teacher's residence, or, in other words, from about one-fourth to two-fifths of the whole cost, a stimulus that is very much needed would be given to the building of schools, and that many would be led to make an effort in that direction, who would hardly do so without such an inducement.

Aid towards building of schools

should be increased

Assuming that the number of children presented for examination in the schools in this district bears the same proportion to the average attendance as it does in other parts of England, that is, about 80 per cent., it appears that the condition which requires that the number of passes should be 200 per cent. on the average attendance, is equivalent to a stipulation that on an average not less than 83 per cent. of the children examined must pass in all the three subjects

Proportion of children presented for examination.

of instruction, in order that a school may claim the extra grant.

Difficulty in fulfilling Art. 54 (*b*).

That this, and the other conditions, are very difficult to be fulfilled, is proved by the fact that during the past year only 21 schools in my district received the whole grant, though 68 passed sufficiently well to be entitled to it. The managers and teachers of schools are, in consequence, much discouraged, and many of them almost despair of reaping any benefit from your Lordships' Minute. A reduction of the requirement as to the number of passes from 200 to 180 per cent., which would still render it necessary for 75 per cent. of the children to pass on an average, would be a very great boon, and would, I feel confident, evoke a much more general and more successful competition for your Lordships' grants.

Reduction of the requirement as to number of passes from 200 to 180 per cent. proposed.

A more liberal distribution of aid at your Lordships' hands, under less stringent conditions, in the direction I have pointed out, accompanied by less apathy and prejudice on the part of managers of schools, and by a more earnest desire on their part to provide efficient instruction for the labouring class by availing themselves of Government grants, together with an extension of the half-time system to all employments, mining, manufacturing, and agricultural, would, I am persuaded, achieve results which would leave little, if any, ground for dissatisfaction with the state of education in this district.

Extension of the half-time system advocated.

To attempt to supersede, instead of to supplement the present system of education, because its influence has not been universally felt, and before it has been fully adapted to the wants of the people, and been exhaustively tried, would, in my opinion, be a most unwise and mistaken policy, and could only be proposed by those who either know not, or undervalue what it has done, or who are jealous of its success.

Present system of education should be supplemented, not superseded.

As regards the introduction of a system of rates in lieu of the present scheme of education, my firm conviction is, as I stated in my last report, that the establishment of such a system would of necessity entail the exclusion of religious instruction, the abolition of school-fees and voluntary contributions, and the annihilation of that large amount of zeal, enthusiasm, and energy on the part of the clergy and others, which has, perhaps, contributed more than anything else to the extension and improvement of education in this country.

Evil results of rates for education.

It is useless for the advocates of a system of rates to maintain that their scheme is not irreligious, for it is impossible

Unsectarian and secular schools not essentially different.

for them to show that what is unsectarian is essentially different from what is secular, seeing that when all distinctive doctrine is eliminated no residuum is left but a bare Theism.

I trust that the principle in accordance with which your Lordships' Minutes have been hitherto framed, viz., that elementary instruction should be founded on a religious basis, will never be given up, and that your Lordships will not be induced to set aside a system which is so generally and deservedly popular, and which has already contributed so much towards the moral, spiritual, and intellectual improvement of the people of this country.

The principle upon which grants have been hitherto made, viz., that elementary instruction should be founded on a religious basis, should not be given up.

The main question, however, to be settled is not so much from what source funds for establishing and maintaining schools are to be derived, as how to secure the regular and prolonged attendance of children at school now and hereafter.

The main question is how to secure the regular and prolonged attendance of children at school.

There is a very general feeling throughout this district that some restriction upon the employment of children is required, and there is an almost universal desire that the half-time system should be extended to every kind of labour. There can be no doubt that legislation to enforce the attendance of children at school, and to prevent their being sent to work at too early an age, is most imperatively demanded, and that it would conduce more than anything else to the extension and improvement of education.

Restriction on the employment of children required.

Some persons have an idea that education has retrograded rather than advanced under the Revised Code, and, assuming that this is really the case, make it an argument for the abolition of the present system. I have every reason to believe that the majority of persons who entertain this view are those who have had little or no experience of the working of the Revised Code, but who advocate its abolition to sustain their own opinions, and to gain, as they think, popularity. One of the speakers at the late Manchester Conference referred to the opinion of Her Majesty's inspectors on this important subject, and, with the looseness and inexactitude which are characteristic of a certain class of minds, tried to make his audience believe that Her Majesty's inspectors generally spoke unfavourably of its operation and results; the fact being that out of 17 inspectors who reported on National schools in England last year only two spoke in any other but terms of commendation of the Revised Code.

The Revised Code has not had an injurious,

I myself am so far from holding that the introduction of the Revised Code has been detrimental to education, that, on the contrary, I feel convinced that it has had a highly beneficial effect on the instruction in elementary schools. I am persuaded that its regulations have given an accuracy

but a highly beneficial effect.

and a completeness to the teaching which one rarely met with under the Old Code, and which have extended to the instruction in religious knowledge and other subjects, as well as to the reading, writing, and arithmetic.

Evening schools and their partial success.

During the past year I have revised 448 papers of evening scholars from 21 schools. Of these 90 per cent. passed in reading, 91 per cent. in writing, and 73 per cent. in arithmetic. Few of them were presented as high as Standard IV., very few in Standard V., and hardly any in Standard VI. With such results, which bespeak that the great majority of those who attend evening schools do not stay sufficiently long to acquire the most elementary knowledge of reading, writing, and arithmetic, it cannot but be allowed that evening schools, with few exceptions, have not done—at least in the matter of instruction—what they were intended and expected to do. This small measure of success appears to be due, in a great degree, to the want of efficient teachers, or rather to want of means on the part of the managers to secure efficient teachers. A teacher who has to superintend a school during the morning and afternoon of the same day, or to instruct pupil-teachers during the hours of the evening school, cannot undertake the instruction of evening scholars with anything like a proper amount of energy and vigour; and voluntary agency is rarely found to be of much avail.

A larger grant should be given to enable managers to employ more teachers.

If, however, managers were encouraged to do more to promote the efficiency of evening schools by the prospect of a larger grant from your Lordships, they would, in many cases, be induced to engage a second certificated teacher, who, from being able to give his undivided attention to the evening school, would doubtless achieve very much more satisfactory results.

Arithmetic standard should be revised.

Some alteration in the standard work would also have a very beneficial effect. The sums which are set in the evening school papers for Standard II. are unreasonably and disproportionately difficult when compared with those which are fixed for Standard I., the requirement for the latter being addition and subtraction of *units* only, whereas notation of *hundreds of millions* is expected in the former. I myself never set sums which involve numbers higher than thousands in Standard II. in day schools, and I cannot but think that a knowledge of notation to that extent might with advantage be accepted as sufficient in evening schools also.

It is the opinion of many, too, that easy bills and practice sums in money would be a more useful exercise in the 5th Standard, especially for girls, than the present requirement, and that calculations in weights and measures might well be dispensed with until the 6th Standard is reached.

After a careful consideration of the subject I am strongly inclined to advocate that a more definite standard of attainment should be insisted on in the case of children under six. In most of the schools I visit in which there is no separate department for infants I find these children more or less neglected, and frequently not more advanced than those a year younger should be. In the best infants' schools in my district the children between five and six have but little difficulty in doing the work of the 1st Standard; it would therefore be no hardship, but, on the contrary, an incalculable benefit, to require that such children should be able to read monosyllables of three letters, to make some of the small letters on the slate, and to add the first four or five units, and that at least three-fourths should pass in each subject in order for the grant to be paid on the whole number for that subject. Considering the very short time during which children attend school, and the early age at which they leave it, it appears to me to be of the utmost importance that they should have a systematic course of instruction as early as possible, and to be most desirable that the value of such instruction should be tested in the manner I have suggested. Teaching of children under six.

It is satisfactory to find that although there is still considerable difficulty in many places in obtaining candidates—boys especially—for the office of pupil-teacher, the supply is much more nearly equal to the demand, at least in this district, than it was a few years ago. The class from which pupil-teachers are usually taken appears to be beginning to see that the post of pupil-teacher is not as undesirable as it was represented to be, and that boys and girls of intelligence may, with little or no outlay, secure in a very few years situations at least as independent, lucrative, and influential as in most other professions. The managers of schools also have found by experience that monitors, as a rule, are of little service, and consequently have been led to perceive that efficiency is rarely attainable without the aid of pupil-teachers. Supply of pupil-teachers increasing.

I have the honour to be, &c.

J. W. D. HERNAMAN.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. C. F. JOHNSTONE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* LANCASTER, BUCKINGHAM, OXFORD, *and* NORTHAMPTON.

MY LORDS,

I HAVE the honour to present my report upon the schools inspected by me during the year ending August 31st, 1869.

District. Until the last day of December 1868 I was in charge of a district which, in addition to other work, gave me the towns of Liverpool, Bolton, Wigan, Warrington, and St. Helens, but since that date, with the exception of a short period of return to Lancashire, I have been engaged in the almost purely agricultural counties of Northampton, Oxford, and Buckingham.

Summary of work. The summary of work done comprises the inspection of 170 schools, in which 13,822 children and 230 pupil-teachers were examined, besides a share in the revision of the Christmas examination papers and in the inspection of the Warrington Training College. It is with the elementary schools alone however that this report has to deal. These have varied in character from the humblest village school, in which all ages and sexes united could not show to me a larger number than 24 children, up to the flourishing institutions of a rich town population which could boast their separate departments and accumulate an attendance of 800 or 900 scholars.

There has therefore been the opportunity of comparing the work done under different conditions in very different parts of England. And in speaking first of the town schools I may at once pay them the tribute which the accuracy and intelligence of the instruction given in them deserves. They have good teachers, for they can give good salaries; and they have good material in the quicker perceptions of their scholars. Their work, therefore, is as a rule well done. If there be a fault which deserves notice, it is that in these busy centres, where men on all sides are hurrying after gain, the schools become infected with the same passion, and school keeping degenerates into a business of the commercial kind, in which a good report and a successful examination are looked upon more as a means to profit than as an end sufficient in themselves. The country schools are the reverse of this. They are probably of a higher moral tone,

Excellence of town schools.

Reasons for this.

Inferiority of country schools.

for they have fewer temptations; they have also more persons about them who have the leisure and the wish to give good influences, and they have smaller numbers, so that such influences need not be weakened by too wide a distribution. But here their advantage ends. Their teachers are of an inferior kind. Small salaries and a solitary life have no attraction save for those that can aspire no higher; and if by chance there is a bright exception, the brightness is but temporary, for either promotion removes the individual or the energies become deadened beneath the dull monotony of an existence that in no way develops character. The children again have none of that intelligence which contact with others would bring to them. It is a case in fact of inferior material and inferior tools, and an inferior result is only what must be expected.

Organization of schools.

The question how to organize a school is solved in populous districts by the ordinary method of having separate departments for boys, girls, and infants. Where the numbers however are not large enough to ensure a sufficient attendance, or to pay for three separate teachers, the practice begins to vary. If two departments are provided, some prefer that these should be for boys and for girls separately, while others unite their boys and girls in a mixed school, and keep the second one for infants. And even where only one department can be maintained there is still a choice as to whether a master or a mistress should superintend it, so that varieties of practice are continued. Of these plans the first, with its three divisions, seems the most natural and the most complete, but it is also the most expensive and only fitted for large numbers. The majority of schools throughout the country have therefore to select some other scheme, and their choice must be greatly guided by the numbers of those for whom they have to provide.

Mixed schools.

In places of a medium size, where there are not enough for three, and yet too many for one department, the best plan, though perhaps not the one most usually adopted, is that of a mixed school for both boys and girls, and a separate one for infants. Much has been said undoubtedly as to the undesirability of mixing boys and girls together; as to the acquaintances which the girls may form, and as to the coarse habits and manners which they may contract. I do not believe, however, that the school is answerable for such things. If they occur it is in places where they would have occurred without the so-called facilities of school life, in places where a low tone of manners and morals prevails, and where the school is naturally found reflecting the general character of the people, but not infecting, rather being itself infected by the surrounding population. The managers

of the best mixed schools inform me that the greatest good results from the mixed system. The boys become in a measure softened, and learn the practical lesson of consideration for others. The girls acquire confidence, and by the natural stimulus of rivalry are quickened in their studies. In all places where these schools would ordinarily be found the children are already acquainted with each other; they mingle at their homes and in their play; and it appears the wiser plan to allow this natural and healthy intercourse to be continued in their school, rather than to obtrude the ideas of separation and of difference by treating each sex as though they would corrupt the other.

Infant departments.

There is the further advantage which these mixed schools have, that they leave the second department available for infants. These are always numerous, and if their school is well taught it should become a valuable feeder to the mixed school, and greatly lessen the labour with the lower classes by sending up children already well grounded in their work. When infants are obliged to be taken into a boys' or a girls' school, they not only suffer themselves from probable neglect, but imperil the discipline and the instruction of the elder children by dividing the attention of the teacher. The school will probably, therefore, be a weak one. As the children rise to be of an age for examination they will be found comparatively unprepared; as they pass upwards year by year, their instruction, shared with the babies that have succeeded to their corner, will remain imperfect; and as they have begun so will they continue, and so will they end, in weakness.

Choice of a teacher.

But many places again cannot afford two schools, and can only have one teacher for *all* their children. It becomes of importance therefore to consider how a teacher should be chosen. For a young school and a small school a mistress is almost invariably selected, and she is not only the person easiest attainable but also the most eminently fitted by natural qualities for filling such a post. But as numbers increase, and as the age of the scholars advances, a master becomes decidedly preferable. I find that boys, especially in the country schools, will not remain much after eight years old to be taught by a mistress; they seem to consider it beneath them to submit to a woman, and they dwindle off, leaving the girls alone to fill the upper classes of the school. The instruction also that a woman gives is generally wanting in the accuracy and intelligence of that of a man, and it is obvious that for purposes of discipline a mistress is at a disadvantage. It becomes worth while therefore to make an effort to obtain a master, and, if the expense is greater, there

Masters better than mistresses.

is the hope that an increase of fees and an increase of grant will help to meet it.

Still the part of women in these schools is an important one, for if in some ways they are at a disadvantage, in others they have the superiority over men, and every school would find its profit if it could secure the combination of both male and female teachers. I have visited one boys' school and several mixed schools which are under masters with female assistants. In every case, so far as the teaching is concerned, the system has worked well, and in many instances the results have been excellent; while both masters and managers have uniformly testified to the invaluable character of the female influence, to the power of a woman to humanize both boys and girls, and to the greater readiness of young children in learning from women than from men. There are obvious difficulties and prejudices in the way which would prevent such arrangements becoming general, but in cases where these could be overcome the employment of women would be in all probability both useful and economical, and they might even take their places more frequently in schools for boys only, and so supply the scarcity of assistant masters.

The part of women in schools.

Their good influence.

The comparison of male and female power may be carried down from the teachers to the scholars. If boys' schools be compared with girls, the latter certainly appear the worst; but some, if not all, of the difference must be ascribed to the inferior teaching. A truer comparison is found in balancing the performances of boys and girls who have had the same chances, who have been taught in the same school under the same teacher. Though I have no full statistics on this subject, a general observation, accompanied by a minute analysis of a few separate cases, makes me believe that no substantial difference will be found between the elementary work of the two sexes. As might be expected, from their greater care and neatness, the girls both read and write in a slight degree better than the boys, and as might also be expected, from the want of reasoning power, they do their arithmetic worse, though by no means so much worse as the ordinary contrast between boys' and girls' schools lead us to expect. The thought then naturally occurs that if girls who ordinarily devote the half of their day to needlework can produce results which are equal to the boys, they must more than equal them in natural ability, since they produce the same work in half the time. The testimony of those who deal with the same children day after day can alone be appealed to on this point, and it has surprised me to find that teachers ascribe the equality not to greater quickness on the part of

Boys compared with girls.

Their equality.

Uselessness of the afternoon school.

the girls, but to the comparative uselessness of the afternoon work to the boys. These, while the girls are at their needlework, are occupied with extra lessons, that are but amplifications of the morning ones, and present no novelty or interest. They come in fact to a duller course of what has already exhausted their attention, and from their own condition, and from the character of what is set before them, they get but little profit from their afternoon work.

It is true that this profitless doctrine is drawn from schools whose time table is suited chiefly to a half day's work, but in my last report* I had occasion to notice the same feeling among teachers in the factory districts, where it had arisen from a contrast between the half and the whole timers, and where the same cause would not be so fully developed. And if it could be shown that in all schools it was universally the case that the afternoon meetings were of little real use, and might be abolished, there would also be shown the possibility of the establishment of regular evening meetings in their place, where more would be learnt, and by a wider class of scholars, under the care of teachers, who would be neither men exhausted by a day's labour, nor expensive additions to the school staff as they too often are at present.

Evening schools. Their weakness.

As they now stand, evening schools have no sound existence whatever. In towns they are establishments to pay, not to teach, and the work done is often either a pretence altogether, or of the least possible amount; while in the country, the difficulty of getting teachers, and the long distances that scholars have to come, prevent many efforts from meeting with any great success. The instances where real work is done are to be found either in places where ignorance is the obvious disqualification for the higher local employments, or in country villages where the clergyman takes the school almost entirely into his own hands. In the former case the scholars have sense enough to come for the sake of the advantages which the instruction opens, and there are many older lads, as well as grown up men, who come to add new subjects to their knowledge; and not merely to learn the elements of childhood. In the latter the foolish vanity of the agricultural labourer is flattered by his being taught by the parson, and this, and local influence, secures a certain attendance, but even then it is only the boys of 12 to 15 years old who come, for the elder ones consider themselves above it, and they see no increase of wages or other advantages from it in their daily work.

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* Report of Committee of Council on Education, 1867-68, page 164.

The general weakness of these schools is the more deplorable, since from the evidence which they themselves help to bring forward, it appears that they are a necessary supplement to day schools, without which no system can thoroughly educate the masses. A boy goes to school, it may be even for as long a time as five or six years, but he leaves it perhaps at 10 or 12, and after another five or six years of work he is found coming back to the night school, with all that he had learnt forgotten, and obliged to begin again in the 1st or 2nd Standard, when he had once been able to pass the 4th or 5th. Nor are these uncommon cases, for there are many occupations, and not least the extensive one of agriculture, which prevent all practice in what has been taught, and cause children to lose the power which a few evenings in the year might not perhaps have improved, but would at all events have kept up. What is wanted, however, is to give the night meetings of a school the regularity and the life of the morning ones, and not to let them remain of the half starved and extra character that gives them no fair chance at present. Then there might be the hope that the older classes would be attracted by the cheerfulness and the reality of the thing, and by the special arrangements and privileges which might be made for them, while the elder children of the day school might come refreshed to new work, instead of idling through the weary hours of an afternoon, and a step at least would thus have been made towards the possible combination of labour and of education. Their importance.

I pass now to the class of schools that are not assisted by annual grants, and concerning which so little that is definite is known. Most of these are never inspected at all, but there are some which either invite a visit, or have made themselves liable to it by the acceptance of public money in former years, and it has been in my power to visit all of this class in my present district. Thirty-one schools have thus been inspected, they are all in villages of the ordinary type, but from having been either now or formerly the object of an active interest, which still causes them to be on the inspection list, it may be presumed that they are if anything better than the rest of the unaided schools, and are therefore favourable representatives of the class in a report. It is impossible, however, to arrive at any other conclusion, but that they are as a whole in a decidedly inferior state. Of the whole number, only one could rank as "good" among the regularly aided and inspected schools, two would be "fair," and the rest would range from below this mark down to complete inefficiency. A rough sketch of what is unfortunately to be found in many villages may perhaps precede the details which have led me to form my general opinion. Simple inspection schools.

An example.

The school is probably a square room of inconvenient area, with dingy walls that are unrelieved by anything except the line of old fashioned desks that runs round them, and at which a few elder children are occupying themselves with their backs towards the teacher. In the centre of the room which is unbroken by any kind of furniture, except perhaps an old stove, are probably two classes, the younger one of babies who roll about in disorder, and are not unfrequently heard crying under the hands of the child monitor who looks after or neglects them, the other consisting of children between six and seven years old, who are arranged round a board of letters, in front of which sits the mistress, with her work very often on her knee, and giving but small attention to the attempts at learning which go on around her. It may be conceived that little is done in such a place, it has become a refuge for the idle and for those who are not wanted elsewhere rather than a school, and every one in the room having fulfilled the condition of being present begins to think that no more is necessary.

It is true that such is not the character of all these schools, but it is that of too many, and is the type with which almost all may be said to have at least some feature in common.

Absence of method.

On entry into any of these schools the want of earnestness and lack of discipline will probably at once strike the observer. There is no reality or method in the work. Should there happen to be peace and order, I have now learnt to conclude that the teacher must have had some training, either in a normal college or as a pupil-teacher, for the want of such an advantage makes itself painfully apparent in other cases.

Limited attendance.

The next point is the number of children in attendance, which is always smaller than that in the inspected schools. Only 7·2 per cent. of the population,* on an average, are found to attend, as compared with 11 per cent.

* The returns that follow as to population, age, and results of examination are taken from a minute comparison of 20 simple inspection cases with 20 annual *grant* schools of about the same position. Full returns were not available for the 11 other simple inspection cases, but that the selected ones were not unfavourable specimens, and that those with which they were compared were really of the village order, may be estimated by the subjoined table which shows the results of examination in the whole number of schools inspected at all.

PER-CENTAGE of FAILURES.

	Reading.	Writing.	Arithmetic.
139 Annual Grant Schools - - -	12·6	14·7	23·8
31 Simple Inspection Schools - -	21·4	29·2	66·4

in the more favoured villages. Those that are found are also generally young, for these schools possess no power of retaining the elder scholars. The boys leave by seven years old, sometimes it may be hoped for neighbouring and better schools, but more often, as it must be thought, for work. The girls remain longer, and constitute by themselves the upper classes, yet the chief attraction to them is not so much the teaching as the needlework that is done, and as they grow older, they often come only for the hours at which they can follow this employment. The parents and the children themselves are always found to know the difference between a good school and a bad one, and considering what is offered to them in so many places it cannot be a matter of surprise, or even perhaps of regret, that they do not show more inclination to avail themselves of it. Youth of the scholars.

The examination of the children themselves is the test of the instruction that is given. And here I believe it will be well to narrate my own method of proceeding, in order that the value of the results obtained may be fairly judged. The first object is to deal with these schools as nearly as possible in the same manner as with the regularly aided ones in order that the comparison between them may be as accurate as possible. The children, therefore, previous to examination are classified in standards, and as I have never, with the exception of one instance, found this done before my arrival I have had to do it myself. But it has been done as I hope in a manner favourable to each school, so that defects cannot have been exaggerated. With the assistance of the teacher irregular attenders are at once excluded, and I then proceed by further enquiries, and by tentative examination of individuals to ascertain what the rest of the children are likely to be able Their examination.

Comparison of Village Schools.

	20 Annual Grant Schools.			20 Simple Inspection Schools.		
Population	10,157			10,476		
Average attendance	1,122			762		
Presented for examination:—						
In Standard I.—III.	551			343		
In Standard IV.—VI.	157			43		
	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Per-centage of failures	16·6	12·1	35·0	16·6	21·0	61·8

to do. As none have in all probability ever been examined before their places are in no way marked out by any previous examination, and they are therefore presented as low as the actual state of their attainments seems to warrant. No child is entered for a standard unless it appears likely to pass in two out of the three subjects required, and it is not until this classification from apparent merits is finally accomplished that the definite examination to test the reality begins.

Starting thus, as it is hoped favourably, the children go through the ordinary work prescribed for every aided school, and the schedule of their names records their failure in each subject or their success, and gives me the material from which to gather the following particulars.

Results unsatisfactory.

Standard III. marks ordinarily the height to which the instruction of a first class reaches. Only 11 per cent. of the whole number were presented higher than this, though it is fair to say that these few did their work even better than those in the aided schools, partly perhaps from being often exceptional scholars with whom greater pains are taken, and partly from my method of classification and unwillingness to allow any of them to be presented so high unless they had a fair chance of passing. The vast majority of the children, and those by which the schools have to be judged are in the three lower standards, and to make the comparison accurate, I compare these with the same standards in the aided schools. The result shows in the first place that the children examined are seven or eight months older than those in the aided schools. They are therefore behind hand by this amount as to age, and can only make it up by a proportionate superiority in the quality of their work. It is not found, however, that they do this, and notwithstanding their advantage of age and classification their attainments fall short in the comparison. The reading, it is true, is generally sufficiently good, it is the one subject which the teachers can do themselves, and which the parents really require and can always be judges of. But the writing is without character, and the spelling and arithmetic most inaccurate. Nor is there anything among the subjects which are unreducible to statistics that makes up for these deficiencies while the fees are not to any appreciable extent lower, so that the sum of what is done by these schools is to teach a smaller number of children worse and not less expensively than better establishments.

How to remedy this.

The problem therefore is how to remedy such a state of things. The poverty of many country parishes and the scantiness of the population seems to forbid the hope of rendering all the existing schools good ones. But if a few good ones at certain intervals could be established, they

would be filled by the elder children of surrounding parishes which would then have only to support a small infant school. Apart from the farmers there is not that indifference to education among the labouring classes which is often represented, and the places where people "don't see the good of educa-"tion" are usually places where there is no education that could do good to be seen. But in places where there is a good teacher there will always be a full school, and children will come long distances to attend it. Boys unquestionably must work early, but it remains a fact that whereas they leave a bad school readily at six or seven, they will stay without compulsion at a good one to nine or ten.

Denominational inspection.

Before closing this report I cannot help remarking that the present system of denominational inspection is a serious obstacle to any thorough knowledge of the educational condition of a district. No inspector can pronounce satisfactorily upon a village, town, or county, in which there may be schools of whose existence he does not know, and of whose merits he cannot judge. For himself it may not be necessary that he should possess such knowledge, but where rivalry between denominations is keen, each school will magnify its own character, and embellish even its reports in the hope of enticing scholars from its neighbours, and without fear of those neighbours being able to contradict it. Then managers begin to wish that one inspector could examine all, and that the reports were all by the same hand, so that rival pretensions might be fairly compared. At present hardly ever does a manager of one denomination know anything whatever as to the school of another; he never enters it himself, and the most he can see is the report of an inspector whom he does not know, and whose standard may be higher or lower than that with which he is acquainted. For all parties therefore uniformity is desirable, and if a fair and just man were sent to visit all the different schools, I do not believe that any denomination whatever would pause to enquire as to his religion. Jealousies and differences instead of being perpetuated might then be softened down by an impartial mediator, mutual lessons might be learnt, and above all, the truth would be made known to the advantage of really good schools whose merits would then be acknowledged.

Dependence of managers on both parents and children.

Another subject of complaint which is seriously felt in town schools, arises from the managers being so much in the hands of the parents and children themselves on the day of inspection. If there is not a good attendance there is not a good grant, and every effort is therefore made to bring up the numbers. But the parents are always apathetic, and often from different causes unwilling to let the children come,

so that their presence becomes a favour which they are careful to rate highly. Neither managers nor teachers like to find themselves in a position when they must either beg or bribe. But the following extract from the letter of an active school manager, who probably knows more upon this point than inspectors will illustrate the state of things.

"I would remark that there is something very rotten and degrading in a system which requires such rushing about, such bribery to children and parents, and (I fear) such tricking as the present system generally which demands individual examination of all children for whom a grant is to be made. I am sure that if some one would speak out boldly a plan might be devised which would secure the *principle* of payment by results, and yet save these inspection day scenes which are so disgraceful in their concomitants."

Suggestion to obviate this.

It has been suggested to me in places where these difficulties are very much felt that the grant might be calculated in the first instance upon the average attendance only. For example, instead of dividing it as at present into 4*s.* on average attendance, and 8*s.* on examination, the total 12*s.* might be allowed for every scholar in average attendance, and that this should be the full amount payable. To give the due weight, however, to "results," the inspector should continue to conduct his examination as at present, and no school should be entitled to the full payment in which the number of passes did not attain a given amount, say 90 per cent., and as they fall below this number to a per-centage of 80, of 70, or less, a proportionate abatement should be made from the full payment. The day of examination could not remain fixed, with this plan, as it is now, for even though a teacher were bound to enter every scholar upon the schedule, there would be no security that on the actual day too many of the weak ones might not be dismissed so as to raise the per-centage of passes, but the inspector would have to pay his visit without notice, and to examine such children as he might find. As, however, it would no longer be the individuals, but the general attainments that regulated the grant, accidental absences would not matter. There would even be the advantage of getting rid of a weak feature in the present system which allows no school to be seen in its normal condition on the day of inspection, the worst managing for the time to put on a better appearance than ordinary, while the best are sufferers from the real extent of their superiority being thus depreciated.

I have the honour to be, &c.

C. F. JOHNSTONE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. W. J. KENNEDY, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* LANCASHIRE, CHESHIRE, *and the* ISLE OF MAN.

MY LORDS, January 1870.

I HAVE the honour to present my general report for the two years ending on 31st August 1869.

Boundaries and Nature of the Districts where the Schools were inspected.

My district during this period has consisted of the six registration districts numbered 471, 472, 473, 474, 475, and 476, and they comprise the city of Manchester and the boroughs of Salford, Oldham, Rochdale, and Ashton-under-Lyne in Lancashire, with the adjacent villages; and in Cheshire the borough of Stalybridge and the town of Dukinfield, with some small towns and villages in their neighbourhood. To these districts in Lancashire and Cheshire, which consist chiefly of large manufacturing towns, must be added the Isle of Man, which is chiefly a rural district. There are, however, many coal mines and two large lead mines in the districts which I have enumerated.

Supply of Schoolrooms in the above-mentioned Districts.

This district which I have described may be said to be well supplied with schoolrooms. After scanning it carefully I could not put my finger upon many places where the Church of England is not well represented in respect of school accommodation. No important increase is at this time needed. A few new schoolrooms here and there, and an enlargement of some existing schoolrooms, would give all that is at present required in the way of such development.

A large wave of population sometimes comes and settles down in a new place, and causes a sudden want of schools; but such a want generally gets itself soon supplied. For instance, such a wave of population established itself with great rapidity in a suburb of Manchester called Gorton, and excellent schoolrooms have almost at once arisen in the place, and others will soon be erected to meet the need which so unexpectedly sprung up.

In some parishes, indeed, the Church of England has a deficiency in respect of schoolrooms. The parish of the Sacred Trinity in Salford is one notable instance, and in the parish of St. George in Manchester the Church of England is not well represented in schools; and in these parishes there

is a large population of poor people. At the same time it must be observed that in the parishes just named there are very good elementary schools which do not belong to the Church of England.

The other towns in my district, both in Lancashire and Cheshire, and especially the town of Ashton-under-Lyne, may be said to be well supplied with school accommodation.

In the Isle of Man every parish has one or more schools; but while some parishes there are extremely well provided with schools there are several which greatly need that the schoolrooms should be enlarged, or that entirely new rooms should be built. This is especially the case in the parishes of Marown, Kirk Lonan, Kirk Ballaugh, Kirk Arbory, and Kirk Bride. The great energy and ability, however, of the present Governor of the island, H. B. Loch, Esq., are sure to provide satisfactorily for these wants.

State and Progress of Schools in respect of Discipline and Secular Knowledge.

I have great pleasure in recording my opinion that a very large majority of the schools which I have examined are in a decided state of efficiency in respect of order, discipline, and secular knowledge. Very few of the schools which I visit could be called inefficient, and if I find some which do not attain the efficiency which I could desire this result arises in most cases solely from the low and degraded, or from the vicious, character of the locality in which the school is situated; in other words, the inefficiency proceeds, not from educational defect, but from our social evils. This is really a very important distinction, but one which is too much dropped out of sight and notice, sometimes because it is overlooked and sometimes intentionally. But give us better homes, better dwellings, better streets, better habits, better social life among the poor, and better food, and then we should have better schools everywhere. In such a condition of things I believe that every school which I visit in my district would become thoroughly efficient. It is often ridiculous, wrong, and false to blame the school for not being good when the sole fault lies in the social condition of the people among whom the school is established. There is, perhaps, a small remainder of schools which I visit whose defects are not owing to the social state of the poor people, but to neglect or want of adequate funds, but this residuum is certainly very trifling.

The order and discipline of inspected schools in my district are for the most part particularly good, and this is the indispensable foundation of all excellence. For though I have

many times in my lifetime found strict order and discipline where the attainments were not praiseworthy, I have rarely if ever found good attainments diffused throughout a school where the discipline was imperfect.

In speaking of the attainments of the children, I mean always more particularly the reading, the spelling, the handwriting, and the arithmetic. The special characteristic, the special merit I may say, of the attainments of the children, since I last made a general report upon them, is the accuracy which has been manifested. This general correctness has been more conspicuous during the past year than in any former year which I recollect, and I believe that the Revised Code has been partly instrumental in bringing about this desirable result.

The Minute of 20th February 1867, which offered extra grants, under certain judicious restrictions, for proficiency in such subjects as geography, history, grammar, and higher arithmetic, has continued to produce a very useful effect, and a largely increasing number of schools avail themselves of this Minute.

I cannot speak in high terms of praise about the results which are exhibited to me at each school as the outcome of the sempstress department. The manufacturing towns (which form the chief part of my district) are not likely, for obvious reasons, to produce much excellence in this line, especially in the parts where so many girls are "half-timers," and the best needlework is certainly not a strong point in my schools. Knitting, indeed, is universal and generally well executed, but darning seems neglected, and fine stitching and cutting-out are comparatively rare. This holds good also of the Isle of Man, and the reason, perhaps, why the needlework is not very good there, is because there is not a large class of resident gentry whose wives and daughters might interest themselves in the work.

Organisation of Schools.

The chief defect I have to regret in the organisation of schools is, that schools for boys and girls are too much crowded with infants. This is especially the case in some girls' schools, and the evil is rather on the increase I fear, because in my district some managers are attempting to reduce the expense of the schools by having one certificated mistress for both girls and infants. I view this attempt with regret and alarm. It is not only that infants in the same room with girls are noisy and interfere with good order and discipline; but the infants themselves require the care and teaching of a trained and experienced mistress, and ought

neither to be neglected nor regarded as little more than a means of bringing a certain amount of grant to a school by swelling the average attendance. We do not need to diminish the gradations of schools by absorbing the infants into the upper schools. The separate infant school under its own certificated mistress must be strenuously maintained.

A third or higher gradation of School needed especially in Towns.

In truth, what we do need is to obtain a third gradation, a higher school, under select teachers, for the most advanced scholars. We ought, under a perfect system, to have, firstly, schools for children from three to seven years of age; then secondly, for children from seven to eleven years old; and thirdly, a superior kind of school for children from eleven to fourteen or fifteen years of age. These last schools ought, in towns, to be seminaries for art and science mainly, and might be called technical schools. They are the great want of our time. There is one such school as I speak of, (I know of no other), and that is at Bristol; it is called, I believe, the "Trade School," and it was organised there by my former colleague, Canon Moseley, who has kindly sent me the yearly reports of the school, from which I learn that it is doing an excellent work for the artisans of that town. Such schools are, I repeat, the great want of the day in our towns. If any persons would direct their energies towards getting up technical schools in all our large towns, their energies would neither be mischievous nor wasted, but, on the contrary, wholly useful and wisely applied.

Night Schools.

The development of the old kind of night schools, which like the day schools impart elementary instruction, is in my district very large. This development, be it for good or otherwise, is undoubtedly due to the Revised Code. It is the one considerable work, above any other, which has resulted from that Code. The Revised Code offered grants for night scholars on the same principle of "payment by results" as it offered for day scholars. Then, too, it gave sanction that the teachers of the day schools might also be teachers of schools at night, and permission was further given that the teachers' instruction of their apprentices might be carried on in the night school. As the school managers in almost every case (wisely or unwisely) allow the teachers to make what profit they can out of a night school, the teachers themselves have been induced to add the night school to all their other labours. There can be no doubt

also but that the mode which has been devised for the managers of each school to examine the night scholars and test the "results," by means of examination papers sent down to them from the Education Department, has further helped to promote these schools. For before this was done, there was an insuperable difficulty about examining all night schools, in case every school adopted night teaching, because from the end of April to October, night schools are generally closed, and so the examination by an Inspector could not be distributed all over the year, as in the case of day schools.

This difficulty was overcome by the system of examination papers sent to managers. On this plan every night school in my district might get itself examined on one night in the year if it were necessary. As it is, nearly all night schools do get themselves examined, each by the agency of its own managers, during the one month of March before the night teaching is given up for the long summer holidays. I fully admit the usefulness of elementary night schools at present, while children are allowed to go to work at so early an age, and in many cases so uneducated. But I trust that there is a better time coming, and I both hope and believe that ere very long these elementary night schools will not be needed, where mere reading, writing, and the lower rules of arithmetic are the staple instruction. Evening classes of a higher character for secondary instruction will probably long be needed and useful in towns. But the night schools which I have referred to, and such as I now examine occasionally, are not of this character, and carry a certain amount of evil along with them, whenever they prove too wearing to the teacher, as must often be the case. It admits of doubt also, whether the going to and fro at night is advisable for the youth of either sex in any case, but especially in our vicious towns.

The Teachers and Training Colleges.

The teachers of the schools in my district continue to deserve the praise which I have always had to accord to them in my former reports. I believe that the mere daily contact with persons so well educated and well mannered and behaved as our present school teachers,—the product of our excellent training colleges,—has had a most beneficial effect upon the present generation of the working classes in England and Wales. I believe that this contact, above all else, is the reason why our labouring classes are now so much more civil, refined, and gentle than they used to be 30 years ago, before the training colleges were in operation. Great numbers of persons in Lancashire testify strongly to this silent revolution which has been effected and to which

I now refer. They tell me that the change from roughness and semi-barbarism to civilisation which may be seen in such towns as Oldham, Padiham, Colne, Bacup, and elsewhere is little short of marvellous. I trust that our training colleges may long flourish and supply us with these earnest and duly educated teachers, who, by their religious zeal, their well-informed and active minds, and their gentle manners, may be really fitted for their holy work of forming and instructing the hearts and intellects of our youthful poor.

The Assistant Teachers and Pupil-teachers.

The body of assistant teachers continues steadily to increase in numbers in my district.

The pupil-teachers, especially male pupil-teachers, are not so numerous as they used to be before the Revised Code. I desire again to beg school managers and teachers to use great circumspection about the boys and girls whom they propose to an inspector as candidates for apprenticeship. The inspector can form an opinion of a boy's knowledge and ability only; for the more important qualifications he must rely on the judgment and discretion of the school managers and teachers. They should bear in mind that the quick ready boy of 13 is by no means always likely to turn out the best guide and instructor of youth.

Week-day Schools and Sunday Schools.

A great change in feeling as regards the value of week-day schools has come over my district since I first knew it. Twenty years ago I reported, and I believe quite truly, that the Sunday school in Lancashire obtained the lion's share of interest and sympathy, compared to the share of those feelings which fell to the week-day school. I could not say so now. The daily school at this time has its due share of importance and attention attached to it. The change is great, and I am happy to say unmistakable. I do not mean by this remark to depreciate the importance of Sunday schools, but merely to record my satisfaction that the still more important week-day school has at length taken its due place in people's regard. The danger is lest this awakened zeal about the daily school should be only a fever-fit.

The Half-timers in my Factory Districts, and the Half-time System.

The half-time system under the old Factory Acts continues to be eminently successful. The half-timers in my districts, especially in Oldham and Rochdale and their environs, are increasing in numbers and make good progress in

their attainments. This last result is due to the regularity of their attendance at school. The general success of these Acts is owing to the fact that there are Inspectors who see that the Acts are duly carried into effect. Twenty years ago I found comparatively few half-timers in inspected schools; they attended any poor adventure schools which might be near. But now a very large majority of half-timers, in fact, almost all of them are in inspected schools. Some indeed of my schools are millowners' schools, and attended by none or very few except half-timers. One of the factory Inspectors states, I see, that there are now altogether as many as 81,464 children at school on the half-time system out of those employed in the textile factories. It is a pity that so invaluable a system is inapplicable in rural districts; but there is no doubt that it is not applicable in them.

Even the best measures, like this half-time system of the old Factory Acts, bring some evil. And the Factory Acts, by causing parents to know that their children will have to go to school when they go to work, lead them to neglect their children's schooling beforehand. This half-time system creates also some difficulty, expense, and irregularity respecting the examinations of children by Her Majesty's Inspectors for grants under the Revised Code. I shall refer again to this last point.

It is a most interesting fact, that it is now 28 years since acts of riot and violence, once so common, were perpetrated by mill hands in these factory districts, in spite of the depression of trade, and of the wages' disputes, and strikes and lock-outs which have occurred. May we not, must we not, in fairness attribute this grand result to religious education and the half-time system? And we shall the more be led to do so if we look to the colliery and other districts where the education is less because there is no good half-time system, and where outrage and violence are still rife?

Children of Colliers in my District.

I find the case of the boys in the colliery districts to be peculiar and still unsatisfactory. The children of colliers were first protected by an Act of Parliament requiring that no female should go down a coal mine at all, and that no boy should be taken down into the pit before 10 years of age. This requirement was found to be inadequate as an educational measure for boys: the boys were not often taken down into the pit, perhaps, before 10 years of age, but then they were not sent to school. Accordingly in 1860, in the Act 23 & 24 Vict. c. 161, concerning the regulation and inspection of mines, it was further provided that no boy

under 12 years of age might be employed in a coal mine unless he could produce a certificate from a competent schoolmaster that he could read and write, or failing this, that he was attending school for not less than three hours a day, during two days in each week. This law, I regret to say, is of little practical effect in my district; first, the certificates are very loosely given, and are in truth valueless; secondly, any school even a night school (which is not open for three hours) is thought sufficient; and, thirdly, there is no due supervision of the working of the clause in the Act. The Act would be ameliorated by requiring (1) that the boy should obtain his educational certificate from one of Her Majesty's Inspectors of schools or his assistant, and this could now easily be done; (2) by requiring that if he still had to attend school, he must attend a *day* school; and, (3), by increased supervision of the carrying out of the Act. I wish I could speak favourably either of the increased care and thoughtfulness of the miners when engaged about the mines, or of their general conduct. They are certainly inferior in civilisation to the mill hands who have had the advantage of a half-time education system.

Children in my Rural Districts.

Such rural parishes as lie in my district are very fairly supplied with schoolrooms and teachers, with certain exceptions to which I have before referred. The education of the children would, I have no doubt, improve, if the cottages and homes were better; this is one of the first conditions of educational advance. In addition to this I should like to see an Act of Parliament passed which advanced gradually and gently towards compulsory education. First, I would have such Act forbid any regular paid labour in agricultural work for a child under 9 years of age; this would secure a minimum age for going to regular work. Secondly, I would have the Act forbid that the child should be employed in such work under 10 years of age, unless it passed at 9 years in Standard II. of the Revised Code, and obtained a certificate to that effect from one of Her Majesty's Inspectors of schools or his assistant. I do not consider this impracticable. Thirdly, I should wish the Act to forbid, under a penalty to be inflicted on the employer, any regular employment of children under 12 years of age in rural districts from 20th November to 20th February in each year; this ought to secure regular school attendance during the winter months. Any Act of this kind, if it is to be of much use, must provide for paid officers to see that it is carried out.

Compulsory Education.

I said in a report made 15 years ago that there was a growing feeling in favour of using some direct compulsion in order to get children to school. This feeling has gone on developing until the subject is in everybody's mouth.

I would urge that all measures in this direction should be gradual. I would exhaust all indirect methods of overcoming the indifference or unwise greed of parents before resorting to the fining or imprisoning the parent. My conviction is that such penalties will soon become unnecessary, and that in the meantime they would be incautious and irritating, and the plan too expensive and even impracticable. Under our institutions and customs any such direct compulsion, neither ought to, nor can, be applied to others than those who are paupers, or criminals, or vagrants, or manifestly on the verge of crime. Indirect compulsion, specially and carefully adapted to the various kinds of districts and employments, is what is requisite, with the addition of any stimulants that can be devised, and where necessary with fines upon employers of labour. But any Procrustean method like fine or imprisonment of the parent to be applied to all alike would I fear be found impracticable. In the case of factories one method of indirect compulsion is possible and suitable; another method in case of mining districts, another in that of rural districts, and another for towns generally. The essential is, that in every case there should be special officers, as under the old Factory Acts, to see that the educational requirements of the Acts of Parliament are duly fulfilled.

Why not have Educational relieving Officers?

One of the obstacles to the education of the poor is their poverty; some cannot pay the weekly fees out of their weekly earnings, and would be still less able to pay a rate in one lump. This led me in my report for 1855 to say a few words under the same heading as is given just above. I beg to quote as still applicable what I wrote in 1855.

"We have relieving officers for the bodily wants of the poor, why not have relieving officers for their mental wants, *i.e.*, for their education. The duties of such an officer would be twofold; first, to receive at his office, and then inquire into, all voluntary applications for what may be called 'school relief'; and, secondly, to search out all cases needing such relief in his assigned district. The Poor Law Guardians might be the Board for awarding this relief, at least till district school boards are established consisting of certain county officials, and other gentlemen who could be relied on as interested in the welfare and efficiency of schools. Incidentally this relieving officer would stimulate indifferent

parents who could pay for their children, but neglected to send them to school. Other incidental advantages would arise from such a body of officers. Through them we might obtain what otherwise we cannot obtain, full, exact, and unprejudiced statistics respecting the numbers of our juvenile population who are not attending school. No statistics specially got up by partisans can ever be relied on. Again, such officers would know well wherever a school was or was not wanted by the population." "This scheme meets the case of the parents' poverty certainly, often the case of the parents' neglect or indifference."

Inspection of Schools and Inspectors' Assistants.

Certain special peculiarities, perhaps I might say difficulties, meet the inspectors who have large half-time schools, as in my district. As regards examining half-timers for grants under the Revised Code it is felt that the special case of half-timers should be met by giving the afternoon half-timers a special examination in all the same standards as were examined in the morning school. Thus large half-time schools become two separate schools as far as the Inspector's work is concerned. Then, on this plan of examining, the Inspector finds this case, viz., that other absentees from the morning school besides the afternoon half-timers often put in an appearance in the afternoon; but if the Inspector admits them also to an examination in all the standards along with the afternoon half-timers he acts unequally towards all those other schools where there were casual absentees in the morning, but which schools he does not go back to visit in the afternoon for the purpose of examining their casual absentees. Justice therefore seems to require that when an Inspector examines in the various standards afternoon half-timers, he should require that none but half-timers, none but those who were absent in the morning *in accordance with legal enactment*, shall be presented to him.

I should like to see another rule laid down by your Lordships for the Inspector's observance, viz., a requirement that the Inspector should not examine any children who come late to school to join their standards.

It is disagreeable to the Inspector, and impolitic, to leave a discretion with him on such points as I have just named.

Another point connected with the examination of schools needs improvement. At present, by the Revised Code, licence is allowed to teachers of bringing back to school for the Inspector's examination, all children who may have attended 100 whole days during the past year even though they may have left the school more than six months ago. By this excessive licence the schoolroom is sometimes inconveniently crowded at the examination; and order, too, is

greatly interfered with by the boys who have left the school and who are always found to be no longer amenable to discipline. Moreover, when a boy is thus brought back to his former school from some other school which he may be attending, it may well be the latter school which enables him to pass, and not the former school to which he is thus brought back for the day to be examined by the Inspector. I am sure that such cases occur. Accordingly I am of opinion that no child should be presented for examination to the Inspector who has not attended the school as a regular scholar for the four weeks preceding the examination.

The work of examination of schools by the State is already become very heavy, and will probably soon become still more so, and there will be great use in economising this work, both as regards expense and as regards time, which involves expense.

I would suggest, as a direct money economy, that an Inspector should be allowed more than one assistant, and should be permitted to employ his assistants more freely than at present. I embrace this opportunity of saying that my assistant, Mr. James Kay, gives me entire satisfaction, and that I can fully rely upon him to do his work faithfully, efficiently, and judiciously.

I would also suggest an economy of time in connexion with the examining small schools in rural districts. It must often happen that there are several small rural schools contiguous to a country town. If some large schoolroom in the neighbouring town were lent for one day, the Inspector might group together the standard scholars of three or more adjacent country schools and examine them in their standards on the same day, or assign their examination to one of his assistants.

Further, more is now required from an Inspector of Church of England schools than is required of all other school inspectors. But now a period has arrived when the Inspector's time in Church of England schools might be economised to some extent if your Lordships ceased to require that those particular schools should be *officially* examined in any subject beyond what is required in schools of every other denomination. The Inspector might be left at liberty to examine Church of England schools in the Bible, Catechism, and Liturgy, if the managers wished it, and as often as he could comply with their wish; but your Lordships might now cease to require it as part of the work and business of the State, and I think the time is come that this should be done.

A further economy, both directly of money and also of the Inspector's time and labour, would be effected if each of Her Majesty's Inspectors had to examine schools of all denominations. An Inspector would have much smaller areas to traverse in order to reach the schools, to say nothing of the advantage which would be gained by his full acquaintance with the district and with the whole educational provision of that district. It would also be a pleasure to an Inspector, as well as a good work in itself, to bring all the teachers of all denominations to an acquaintance with each other, and into a joint harmonious relation; and he would have opportunities of doing this if he examined schools of all denominations. For this reason, among others, I should prefer the having to examine schools of every denomination, and I have entire confidence that I should do the work as fairly, at least to those denominations to which I do not belong, as to that to which I do belong. The danger would rather be lest an Inspector should be unduly lenient to the denominations other than his own.

The School Managers.

During the past two years I have had unmistakeable evidence of unabated interest and zeal on the part of the various school managers, both lay and clerical. I find that there is increased familiarity with all the working of the schools, with the scholars, with the registers, and especially with the school accounts. The acquaintance of the managers with the attainments even of the scholars in religious and secular subjects has often been proved to me by their telling me beforehand what were the strong and what the weak points; and I have generally seen reason, after my examination, to agree with their judgment. In some schools the managers give yearly or half-yearly prizes and rewards out of their own pockets, chiefly for good conduct. In the case of one school I was told that a manager came into the school and found that the first class had been writing on their slates an essay or remarks on prayer, and that he was so pleased with the work of one scholar that he gave a reward of 5*s.* for it. I was informed that this scholar had used in one sentence almost word for word what I had happened to say to the class nearly a year before, to the effect that "the great secret "of the nature of us all was, that we needed to get light "from above to know what was right, and strength to do "it." I record this merely because it helps to show that scholars do recollect and apply words that are said to them on such subjects.

At no period have I been more disposed than now to agree with the late Joseph Fletcher, Esq., Her Majesty's Inspector of schools, who in his report for 1848–9, in reference to the school managers, congratulated the Committee of Council on Education that they had "accepted as the guardians of a "nation's youth those who show themselves to be moved by "principles sufficiently sound, and feelings sufficiently deep, "to make personal sacrifices of time or means, or both, for "its Christian education; a plan offering far less of sym- "metry than others, it is true, but promising to the appre- "hensions of Christian governors infinitely more than any "other of the moral life emanating from the source of divine "truth which they justly regarded as more essential to its "genuine success."

Religious and Moral Training in our Schools for the Poor.

Lastly, I feel bound to say a few words about the religious and moral training I find in schools, especially as at present I have always to give my opinion about the religious knowledge in each school on which I report.

Religious knowledge forms a subject of instruction in all the schools I visit, and, judging from the time-tables, a fair amount of time would seem to be specially devoted to it. It is not allowed to absorb too much time, but still I am happy to say that it is not relegated to a subordinate position.

As far as I can judge the religious instruction is, as a rule, dispensed in a proper spirit; and I never now find the Bible used for the purpose of teaching the art of reading.

I have dwelt so often in my reports on the subject of the religious teaching, and at such length in my reports for 1851 and for 1856, that I need say very little on the subject now. The facts which I stated in full in those two reports especially still hold good; my increased experience confirms every word I then said. In our schools for the poor the masters and the mistresses are the persons who must be relied on for the inculcation of spiritual truths, and as the daily trainers of our young to grow up moral, religious, healthy-minded beings; and in the case of the youthful poor it is in the school or nowhere that such constant daily teaching and training can be obtained for them. Any proposal that such education should not be given to the young scholars by the teachers, but by some other indefinite persons, and by these others at some spare time only on some day of the week, or on Sunday, is, according to my experience, beyond all question either a mockery or a total misapprehension of the case.

The teachers would become deteriorated as well as the poor children; but as long as our schools for the poor have teachers trained as they now are England has good security for the due moral and spiritual culture of its youthful poor, if it will only leave such culture as it now is, viz., in the hands of the teachers, and of teachers trained and appointed as they now are.

I have the honour to be, &c.

W. J. KENNEDY.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. C. W. KING, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* DURHAM *and* NORTHUMBERLAND.

MY LORDS,

I HAVE the honour to lay before you my report of the schools which I have inspected in the two counties of Durham and Northumberland, during the year ended August 31, 1869.

Reduction of district.

Since the date of my last report in 1867, the area of my district has been reduced, a considerable portion of the southern division of the county of Durham having been transferred to my colleague, Mr. Crabtree. The schools which were then removed from under my charge, included, in all, 52 departments; and by this arrangement I have been better enabled to meet the increasing demand for inspection in this northern district.

Number of schools inspected.

During the last twelve months, I have inspected, for the purpose of annual grants, 171 schools under distinct and separate management, and including 244 departments under separate Government teachers; of these departments, 101 are mixed schools for boys and girls, 57 for boys alone, 48 for girls alone, and 38 for infants. In addition to these, I have visited for the purpose of simple inspection, 8 schools, 7 of which were mixed, and 1 for infants; so that the total number of day-school departments which I have inspected is 252.

Amount of accommodation.

The number of children for whom accommodation is provided in the annual grant schools is 38,703, while, in those which have been visited for simple inspection, there is room for 551, making a total accommodation in the schools, which have come under my notice, for 39,254 children.

Average attendance.

The average number of children in actual attendance amounts, in the annual grant schools, to 23,761, and in the simply inspected schools to 357, giving a total average attendance of 24,118 children.

Number present at inspection.

The attendance on the day of inspection is considerably in excess of the average, and during the past year, there have been actually present, on the day of my visit, in annual grant schools, 16,396 boys, and 12,726 girls, and in the schools visited for simple inspection, 305 boys, and 240 girls, or a total of 29,667 children, 16,701 boys, and 12,966 girls. There is therefore an increase in the number of children present of about 3,000 over the year 1865, and of 1,400 over the

Increase in numbers.

year 1867, and this, notwithstanding the reduction of my district, which I have already alluded to, so that as far as numbers are concerned, the progress during the last four years is decided.

Children examined, why few in proportion.

There is still a considerable disproportion between the average attendance for the year, and the number of children actually presented for examination. This arises from many and various causes, but one prevailing reason is to be found in the difficulty experienced by managers and teachers in securing the regular attendance of scholars, so as to ensure their being qualified to sit for their examination, first, by being duly prepared by uninterrupted school work; and secondly, by keeping the number of attendances required by the rule of the Privy Council. It must also be remembered that out of the average attendance more than 3,000 children must be removed, as being under six years of age, and therefore not called upon to undergo individual examination, as a condition of the payment of the grant on their account.

Number actually examined.

The number of boys and girls presented for examination in the annual grant schools has amounted in all to 15,387, including 11,467 boys, 3,235 girls, and 685 scholars of either sex in infant schools. The number for examination in the schools which have been simply inspected consists of 256 boys, 14 girls, and 5 infants, making a complete total of children examined, in both classes of schools, 15,662.

Number of passes.

With regard to the number of children who were successful in passing the standard examination in the three elementary subjects; reading still presents the highest per-centage, and writing the next, while arithmetic holds the lowest position. In the annual grant schools, 13,866 children passed in reading, 13,482 in writing, and 12,307 in arithmetic; while in the schools under simple inspection, 222 passed in reading, 207 in writing, and 175 in arithmetic.

Per-centage of passes.

This gives a slight advance over the returns of 1867, and former years. In 1855, out of 13,278 children examined, 90 per cent. passed in reading, 87 per cent. in writing, and 75 per cent. in arithmetic. In 1867, out of 14,302 examined, 89 per cent. passed in reading, 86 per cent. in writing, and 77 per cent. in arithmetic. In the present year, out of the 15,387 children examined in the annual grant schools, 90 per cent. have passed in reading, 88 per cent. in writing, and 80 per cent. in arithmetic. Reading has thus exhibited the slightest variation, writing has slightly improved its position, and in arithmetic the improvement is to the extent of 5 per cent.

Per-centage corresponds with real

The per-centage thus quoted appears to me to represent very fairly the relative position of the three subjects.

Arithmetic has made the most decided progress, numeration and notation being certainly more thoroughly taught and understood. Writing is, as a rule, satisfactory, the failures in this subject being caused, in the majority of cases, by faulty spelling in the dictation of the upper standards. Reading is still capable of improvement; it is generally fairly accurate, but I cannot say that as a rule it is generally as intelligent as might fairly be expected from the mental calibre of the children in this part of the country. progress in the three subjects.

Owing to the large number of annual grant schools under my inspection, I have had but little time for visiting those which are open only for simple inspection, but, in almost every case, I find my strong conviction of the superiority of the certificated teachers confirmed. It is not only that the standard of attainments in the simply inspected schools is decidedly lower, but the contrast is very perceptible in the general tone, discipline, and management of the children; and I cannot but feel that for the purposes of real training and education the practical and long-continued preparation of the teacher is an essential condition. I am quite aware of the difficulty that is experienced in small and isolated districts or parishes in securing the services of certificated teachers; but at the same time it appears to me that any change by which schools under uncertificated teachers would be placed, on the mere attainment of certain results by examination, on the same footing as those which are superintended by duly certificated masters and mistresses, would be disadvantageous and likely to have a deteriorating influence on the education of the country. Simple inspection.

There are in my district at present in active work 257 certificated teachers, and I am able to report favourably of the effect of their work and of the estimate in which they are generally held. Number of certificated teachers in district.

The number of assistant teachers is not increasing, and in several cases the managers of schools have ceased to employ them, and have reverted to the pupil-teacher system. With this tendency I am inclined to coincide, for though in some of the really large schools the authority of a *certificated* assistant teacher is of great importance; I do not think that the class of teachers employed as assistants under Art. 91 are of the same value as the proportionate number of pupil-teachers who would otherwise be employed; and I often regret to see young teachers tempted by the prospect of immediate lucrative employment and foregoing the further education of the training college, which is so valuable an aid in their profession. Assistant teachers.

Pupil-teachers.

With regard to the pupil-teachers, my report is, in some respects, more satisfactory than in 1867, but there are still some unsatisfactory features which I should be glad to see removed. In 1865, 201 pupil-teachers were employed in this district; in 1867, the number had increased to 208; and this year in my reduced district 251 have been employed. A certain reaction has taken place, and more candidates have been found desirous to be apprenticed than during the last three years; at the same time I do not find that managers of schools are so able to secure the *best* of their scholars to take the place of pupil-teachers, as in years gone by. The result is that as far as standard of attainments is concerned candidates are frequently not so far advanced at the time of their admission, and as the time required to be given to their instruction by their teachers has been somewhat curtailed, their proficiency at the close of their apprenticeship is far from what might be expected, and, while there is too large a proportion of failures among those who seek to enter training colleges; there is also a danger of too much elementary work being left to be finished during the two years of student life by those who *have* been successful in the entrance examination. To the other difficulty connected with the pupil-teacher system I adverted in 1867, I mean the tendency among the pupil-teachers to become unsettled in the third and latter years of their apprenticeship; it still prevails, though not to the same extent as in 1867, and it would be of great importance that the indenture should be regarded as a more binding contract.

Pupil-teacher candidates not so well advanced as of old.

Religious knowledge.

There is no important change to record with regard to the religious knowledge in my schools. I have but seldom to find fault with the time devoted to the subject, or with the care that is bestowed upon it, and I am also able to report that more separate instruction has been given to the younger classes in my larger and more bulky schools. At the same time the treatment of the subject is not eminently successful. With a few exceptions, comparatively too little appeal is made to the deeper thought and intelligence of the children; information is given, but too little practical instruction based upon it, and I cannot trace sufficient evidence of distinction made in teaching older and younger children.

Catechism and Liturgy.

The Catechism is, as a rule, carefully learnt in my schools and very fairly understood, but the acquaintance with the Liturgy is limited. I am of opinion, that, with the length of time usually devoted to religious knowledge, it might be made more really effective, by a careful exercise of thought and judgment on the part of the teachers, and a more

thorough superintendence and correction of the style and method employed by assistants and other junior teachers.

Extra subjects under Minute of Feb. 20, 1867.

The operation of the Minute of February 20, 1867, has been considerably extended since my last report, and, though in several cases the grant could not be claimed from the non-fulfilment of some of the conditions of the Minute, I am able to report that in more than one-third of my schools, one at least of the extra subjects of school-teaching has been restored to the time-table, while in some of my better schools the boys above the 6th Standard have passed a creditable examination in advanced arithmetic. Geography is still the favourite subject, and though perhaps somewhat elementary, it is carefully taught, and to an extent that can hardly fail to be useful. Grammar has also been in many cases selected, and while the instruction is sometimes too mechanical to satisfy me that the children can apply their knowledge to a practical purpose, I have in several instances found a clear and intelligent knowledge of the subject. History has also been introduced into some of my schools, but has been less frequently selected as the subject for the additional grant. The subjects generally presented have been; in geography, general definitions, divisions of land and water, Europe in outline, and England or the British Isles in detail; in grammar, the definitions and inflections of the parts of speech, the parsing of words in sentences from reading books, and the analysis of simple sentences; in history, the early English history to the Norman Conquest, the Tudor and the Stuart periods. There is also an evident increase in the number of schools into which drawing has been introduced, and the subject appears to be attractive as well as useful.

(*a.*) Geography.

(*b.*) Grammar.

(*c.*) History.

Drawing.

General condition of schools.

Apart from the details of instruction I may report favourably on the general tone and discipline as exhibited in my schools; there are few cases where I find much cause of complaint on this account, and as a rule the keeping of the registers and log-book bears testimony to the faithful and conscientious discharge of their duty by the teachers.

Night schools.

The number of night schools in the district has increased rapidly under the recent provisions of the Privy Council. In 1865, the number of night schools examined was 19, and the number of scholars presented 205, in 1867, 611 scholars were examined, and during the year now ended, the number has risen to 768. These schools are regarded as valuable aids in the work of education, and do much towards the improvement of those who have had no other chance of attendance at school. My only regret in connection with them is, that, while much rudimentary work is done in them

Night schools chiefly rudimentary.

they are comparatively seldom made use of in strengthening and advancing the knowledge already gained in the day-school in earlier years, and few scholars are engaged in them in pursuing the higher branches of useful education. The Government aid that has been given to this class of schools in my district amounts to 267*l.* 16*s.* 6*d.*

Length of stay at school.

The returns for the past year still give unsatisfactory evidence as to the length of time during which children remain at school. It would appear that of 32,317 children returned on the books of the annual grant schools, 14,945 have been *less* than one year in school, 7,386 one year, 4,321 two years, 2,755 three years, 1,511 four years, and 1,399 five years and over; and allowing for the fluctuating character of the population in parts of the district, the proportion of children who have remained satisfactorily long under instruction appears to be unnecessarily small.

Age of children at school.

The same fact is also evident from the consideration of the ages at which children are in the habit of leaving school. In all the schools under my inspection, there are but 523 scholars above the age of 14, 1,019 above 13, 1,902 above 12, 2,674 above 11, and 3,422 above 10, while of younger children there are 4,053 between 9 and 10, 4,180 between 8 and 9, 4,258 between 7 and 8, 3,947 between 6 and 7, 3,500 between 5 and 6, and 3,626, below this age.

By far the largest proportion of children are between the ages of 6 and 10, and the numbers dwindle perceptibly after the age of 11, so that while there are less than 10,000 under instruction above the age of 10, below that age there are more than 23,000 names upon the registers.

Cost of education.

The cost of education in the district exhibits no material change; in 1867 the average expense for each child in attendance was 1*l.* 5*s.* 1*d.*, while for the year now ended it is 1*l.* 3*s.* 10½*d.* The slight reduction appears to me to proceed rather from the increase of the number of scholars in attendance in schools, where no additional expense has been incurred in consequence, than from any reduction in the salaries of teachers, or in the other items of school expenditure.

Government grant for 1869.

The Government aid received by the managers of day schools under my inspection amounts to 10,796*l.* 14*s.* 3*d.*, which joined to the sum of 267*l.* 14*s.* 6*d.* already noticed as granted to night schools, makes a total amount of 11,064*l.* 8*s.* 9*d.* given by the Government in aid of church education in this northern district.

Interest in education.

There can be little doubt that the present system of church education has produced considerable effect in this district, and that a very much larger proportion of the children of

the working classes are now being at least partially educated. There is also a growing interest on the subject of education amongst the landowners and employers of labour, and an increased desire to place the means of instruction within the reach of those whom they employ, so that as a rule the necessary funds are not lacking for the establishment and maintenance of schools.

Obstacles in the way of education.

The real obstacles to a more universal use of education would seem to be, the apathy of the parents who appear not to realize in many cases the advantages which their children would derive from the enjoyment of it, and the large demand and good remuneration for the labour of children of 10 years old and upwards.

Without entering into the question of compulsory education with which I cannot entirely sympathise, and which the undoubted progress under the present system would make many hesitate to adopt, it would seem possible to give education an impulse and encouragement by making a certain amount of fair elementary education a necessary condition for the employment of children under a certain age, and by the requirement from some really responsible person of a certificate, that the standard of efficiency which has been fixed upon has been actually attained. The case will doubtless receive full and ample consideration at a period when the whole subject is being brought so strongly before the world, by the development of the very varied opinions which have been expressed throughout the country.

I have the honour to be, &c.

C. W. KING.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. G. R. MONCREIFF, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* KENT.

STATE OF THE DISTRICT.

MY LORDS,

Reference to last report.

IN the present state of the question of education, I think it needless to dwell at any length on points of detail in the working of the present system. If it were worth while at this moment to suggest any minor changes, I should be inclined to revive some of the topics touched on in my report of 1868. Each year's experience makes me the more certain that the gravest faults of our present system are these:—

1. The necessity of advancing backward children a grade each year.

2. The absence of any sufficient encouragement for really good work. Both could be removed without touching the principle of payment by results.*

Mr. Corry's Minute.

Mr. Corry's Minute is doing something in favour of higher knowledge and general intelligence. For its primary object, of encouraging smaller and struggling schools, I am sorry to say, its effect is hardly perceptible. In the year 1869 the grant under § 1 was obtained by 24 departments, of which—

8	had an average	below 65
8	„	between 65 and 105
6	„	„ 105 and 145
2	„	over 145

There were a few cases, but only a few, of failure in the special examination. The great hindrance is, as I feared it would be, the unequal pressure of the conditions of the Minute. So long as the test of excellence is a per-centage of passes, based on average attendance, so long must it remain true that the conditions are so framed as to be stringent for the schools which need encouragement, and easy for those which need none.

Average attendance an unfair comparative test.

Substitute for it.

There is no difficulty in applying a remedy. The whole principle of "average attendance," as the basis of reckoning, is unsound, though it is probably hopeless to think of getting rid of it. The real test of a teacher's work is, "what has "he done with those scholars who have attended with suffi- "cient regularity, say 200 times?" The true and only "results," as far as attainments are concerned, are to be

* See Report for 1867–8, p. 198.

found among those regular attenders. This seems a truism; and it is almost equally obvious that, if besides these the school has been frequented by a number of irregulars, coming and going, these have only increased the teacher's difficulties; the greater their number, the less his chance of producing creditable work. Yet he is at present expected to show *increased* results in proportion to this increase of his *unavailable* materials! It would be quite as easy to try him by the real test. The number "presentable," *i.e.*, qualified by attendance, is already reported by managers. Take this as the basis of all calculation; and the teacher of a fluctuating school would be fairly on equal ground with his more fortunate brother. He would still have the disadvantages inherent in his position, but they would not be artificially enhanced.

Pupil-teachers.

One word on pupil-teachers. I should be glad to think that the undoubted revival in the number of candidates was due to the action of the minute. But its effect, if any, is certainly slight. Here and there an additional pupil-teacher may be appointed in order to obtain the immediate benefit of the special grant. As to the contingent and deferred bonus, I very much doubt whether either managers or teachers are apt to look so far forward, or have sufficient confidence in the stability of things as they are. The quality of the work of the pupil-teachers continues to be to me a source of much painful surprise.

Standard of admission into training colleges.

In order to improve it, so far as I can judge, the standard of admission into the training colleges must be somewhat raised. How this would affect the colleges I do not know, but I am certain that we need a stronger stimulus to exertion, both for pupil-teachers and for those who instruct them.* I should also like a little more boldness in removing the decidedly backward. If, at the end of the second year, a pupil-teacher is clearly unpromising, nothing is gained, and very much is lost, by his continuance. On the other hand, I think it is hard on a school to incur a penalty under Art. 52 (*b*) for a pupil-teacher's failure in examination, unless there is reason to doubt his having been properly instructed.

General results.

On the general work of the district the remarks I made two years ago will still, for the most part, apply. Arithmetic is a shade or two more thoughtful; reading a little more articulate, with occasional efforts at expression. But

* Out of 277 male pupil-teachers in church schools passed for admission this Christmas no less than 203 are in the second class. Granting, as I do most fully, that really clever candidates have been scarce of late years, I yet think that more should have been made of such as we have had.

I have still to lament, too generally, a dead level of passable mediocrity.

General Survey.

State of education in the district.

I now turn to a more general survey of the state of education in my district. This is now small and compact, including (speaking roughly) all Kent west of the Medway, with the addition of Rochester and Chatham. The new portion, transferred to me from Mr. Koe, includes the flourishing town schools of Tonbridge and Tonbridge Wells, together with a considerable number of scattered country schools. As a whole, the district contains specimens of most of the varieties of English population. There are no miners, and not much of true factory life. But there are the towns of Deptford, Greenwich, Woolwich, Gravesend, and Chatham, of Rochester, Tonbridge, and Tonbridge Wells. There are the suburban districts of Blackheath, Lee, Lewisham, and Beckenham. And there are clusters of country parishes in a fairly prosperous condition, above rather than below the average of agricultural prosperity. On this limited but varied field, I have tried to work out the problem of educational requirements, to answer the questions, "What is needed?" "How shall it be given?"

In doing so, I have not stopped at every point to express, what I trust your Lordships will believe I have kept in mind, that my duty is not to generalise, but to present the results of two years' inspection and observation. My meaning throughout is, "So it appears from the facts of my district, "such and such conclusions seem deducible from those "facts."

I. Present Supply.

Supply of schools.

I have gone as fully as I could into this matter, under the guidance of the "Parishes" Return of February 25, 1868, checked where necessary by other documents, and by my own memoranda of inspection. I have been much indebted to this return. Yet I cannot but say in passing that it is, in one respect, a dangerous guide, from its misleading use of the word "parish." The real amount of educational destitution is enormously magnified by the long columns of blanks, appended to the names of petty "townships," of which 10 or more may be included in one moderate-sized parish, well provided with sufficient schools.* This by the way.

* See an elaborate pamphlet, reprinted as a parliamentary paper, by the Rev. C. A. Stevens.

It does not apply much to Kent, since there, happily, the parish proper is usually the unit of poor-law computation. In a few cases, I have broken up a large country parish into its ecclesiastical districts, so as to show the separate provision in each. In a few others, I have added the small hamlet to the mother parish, to which it actually looks for its school. In nearly all cases of Church schools under inspection, I have given the average attendance from my own memorandum of the last official return. For British and other schools, I am dependent on the figures in your Lordships' report for 1868–69. The results of this investigation I now proceed to give, in four tables, containing full particulars of,—

1. Country parishes with inspected* schools.
2. Country parishes with no inspected schools.
3. Suburban parishes.
4. Town parishes.

Country parishes with inspected schools.

In Table I. my main object has been to show how nearly each of these parishes has succeeded in providing education for a due proportion of its population *in inspected schools alone*. According to the estimate of the Royal Commissioners, about 11·33 per cent. of the whole population were on the books of some school for the labouring poor; and with this proportion, so far as mere numbers went, they were not greatly dissatisfied.* Assuming 88 per cent. of the total to be a fair average attendance,† a total of 11·33 would give 10 per cent. of the population in average attendance. I have therefore assumed 10 per cent. as a fair standard by which to measure the school provision of each parish. Where the provision is in excess of the standard, I simply leave the "deficiency" column blank, since of course there can be no compensations, the excess of one parish does not balance the deficiency of another.

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* By "inspected," I mean in every case a school on the list for annual grants.

† This will be thought too high an average; it is much higher than is reached at present. But under any system, which will secure regularity of attendance, 12 per cent. ought generally to be quite sufficient to cover all legitimate causes of absence. It is therefore fair to reckon that in any parish which shows less than 10 per cent. of its population in average attendance, *either* there are too few attending school, *or* they attend too irregularly; either the number on the books is too small, or the average attendance proportionally too low. The actual figures of the schools I inspect are for 1868–9, on the books 24,813, average attendance, 17,196, or a little over 69 per cent. This is as high as in my colleague, Mr. Bowstead's district (see his report for last year, p. 274), but decidedly too low to indicate healthy regularity of attendance.

Table I.

Country Parishes with inspected schools.

Name.	Ten per cent. on the Population.	Average Attendance.	Deficiency.	Remarks.
(a.)				
1. Farnborough	98	109	—	
2. Hayes	58	69	—	
3. Crayford	310	339	—	
4. Eynsford	111	114	—	
5. Swanley	72	72	—	
6. Greenhithe	103	177	—	
7. St. James, Isle of Graine	25	43	—	
8. Ditton	25	27	—	
9. East Malling	197	263	—	
10. East Peckham	234	249	—	
11. Shipborne	47	52	—	
12. Snodland	107	172	—	
13. West Peckham	44	50	—	
14. Wouldham	43	43	—	
15. Plaxtol	114	116	—	
16. Platt	102	112	—	
17. Edenbridge	173	185	—	
18. Ide Hill	70	88	—	
19. Westerham	165	173	—	
20. Crockham	54	67	—	
21. Ashurst	24	29	—	
22. Chelsfield	78	79	—	
23. Higham	106	109	—	
24. Wateringbury	137	142	—	
25. Bidborough	21	30	—	
(b.)				
26. Keston	69	54	15	
27. Crockenhill	67	65	2	
28. Wilmington	105	96	9	
29. Cliffe-at-Hoo	98	96	2	
30. Brasted	118	102	16	
31. Penshurst	169	162	7	
32. Brenchley	284	265	19	
33. Sutton-at-Hone	84	81	3	
34. Speldhurst	189	185	4	Uninspected school in the parish.
35. Ryarsh	44	38	6	
(c.)				
36. Eltham	300	232	68	New building just opened; numbers increasing.
37. Bromley	550	516	34	Boys' school to be enlarged immediately.
38. Ightham	115	74	41	Recovering from temporary decline.
39. Stone	101	73	28	School very recently opened.
(d.)				
40. Aylesford	205	170	35	Fair uninspected school in brickfields.
41. Chiddingstone	115	84	31	Uninspected school in outlying hamlet.
42. Seal-with-Kemsing	187	97	90	Several uninspected schools in hamlets.
43. Dartford	659	398	261	An uninspected British school, average about 148. Boys' church school, in fair condition, not inspected, average 115.
(e.)				
44. Bexley Heath	298	224	74	Uninspected school at Welling.
45.‡ Sevenoaks	207	65	142	Uninspected boys' school.
46. West Malling	208	137	71	Ragged school.

Name.	Ten per cent. on the Population.	Average Attendance.	Deficiency.	Remarks.
(*f*)				
47.‡ Chislehurst	131	107	24	
48. Bexley	195	114	81	
49.‡ Erith	314	86	238	
50.‡ Meopham	112	83	29	
51.‡ Northfleet	424	241	183	
52.‡ Rosherville	149	123	26	
53. Wrotham	111	77	34	
54. Chevening	87	63	24	
55. Weald	82	49	33	
56.‡ Shoreham	125	73	52	
57. Sundridge	89	57	32	
58. Hadlow	256	160	96	
59.‡ Pembury	125	48	77	British school only.

The results are these:— Average attendance.

1. There are,—

(*a*). 25 parishes, which quite reach the standard.
(*b*). 10 „ „ nearly „
(*c*). 4 „ „ will soon „
(*d*). 4 „ in which the deficiency is fully met by uninspected schools.
(*e*). 3 „ in which the deficiency is partially met by uninspected schools.
(*f*). 13 „ in which the whole of it is real.

2. Of the 16 parishes (*e*) and (*f*), where there is a real deficiency of attendance, there are 8 (marked ‡) in which the accommodation is also deficient. *Four* in my opinion need additional schools besides what they have; *two* need rebuilding with enlargement; *two* need infant rooms added to their present accommodation. All that is required will be done very soon. Accommodation.

3. It thus appears that, of what may be called the inspected country parishes, there are 8 where additional building is required, and 5 others which fail to educate the due proportion of the population. Deficiency.

4. It should of course be borne in mind that my means of information as to uninspected schools are very imperfect and precarious, and it is more than probable, that some of these apparently unsupplied parishes, in this and the following table, may have schools of which I have no knowledge. *Private* schools for the poor must be disregarded; there are very few which ought to be regarded as supplying a proper education.

I pass on to the uninspected parishes. Uninspected parishes.

TABLE II.

COUNTRY PARISHES with no "inspected" school.

Uninspected schools.

Name.	Population.	Uninspected Departments.	Remarks.
1. Cudham	988	1	Pretty fair school, formerly inspected.
2. Down	496	2	Building grant. I have not seen it.
3. Foot's Cray	286	2	
4. Knockholt	617	1	Very fair school, formerly inspected.
5. North Cray	578	1	
6. Orpington	1,727	2	New school, with certificated mistress; will be under inspection; also British school.
7. St. Mary's Cray	1,464	4	Endowed school, two departments; master certificated; also British and Roman Catholic schools.
8. St. Paul's Cray	532	1	Building grant. I have not seen it.
9. West Wickham	787	2	
10. Ash	587	1	
11. Belvedere	1,000	2	Good boys' school. Have not seen the girls'.
12. Farningham	944	1	
13. Hartley	244	1	Building grant, I have not seen it.
14.‡ Horton Kirby	867	1	Do. Do.
15. Longfield	188	1	
16. Ridley	101	1	
17. Southfleet	717	1	
18.‡ Swanscombe	1,473	1	Building grant.
19. Chalk	382	1	
20. Cobham	864	1	
21. Cuxton	441	1	
22.‡ Frindsbury	2,219	1	
23. Halling	760	1	
24. Luddersdown	279	1	
25. Shorne	963	2	Held in the aisles of the church.
26. Hoo St. Wesburgh	1,065	1	
27. Hoo, St. Mary	264	1	
28. Stoke	557	1	Roman Catholic school only.
29. Addington	262	1	
30.‡ Birling	662	1	
31. Barham	775	1	
32. Leybourne	289	1	Held in the old rectory house.
33. Mereworth	835	2	
35. Stanstead	403	1	
36. Trottersclifffe	293	1	
37. Cowden	772	2	School at Cowden itself held in an old house.
38.‡ Halstead	918	2	
39.‡ Hever	544	1	
40.‡ Leigh	1,256	2	
41. Otford	804	2	
42.‡ Riverhead	1,800	1	
44.‡ Horsemonden	1,385	2	
45.‡ Tudely and Capel	1,158	2	
46. Woodlands	157	1	
47. Darenth	626	—	A mile from Sutton-at-Hone.
48. Fawkham	238	—	A mile from Longfield.
49. Lullingstone	63	—	A mile from Eynsford.
50. Ifield	88	—	Two miles from Cobham.
51. Nursted	57	—	A mile from Meopham.
52. Allhallows	236	—	
53. Cooling	121	—	
54. High Halstow	363	—	
55. Allington	66	—	About two miles from Maidstone.
56. Sidcup	976	—	Children go to Foot's Cray.
57. Offham	411	—	A mile from Addington.

For many of the particulars in this table, and for the facts on which most of the remarks which follow are based, I am

indebted to the Rural Deans and Diocesan Inspectors in the dioceses of Canterbury and Rochester, more especially to the able and indefatigable Inspector in Canterbury diocese, the Rev. B. F. Smith. I have before me statements of average attendance for most of these schools, but I think it better to confine myself to general results.

Results.

1. In very nearly half the *country* parishes of the district there is no inspected school.

2. Only 11 parishes (*b*) are entirely without a school, and of these five have a population under, or very little over, 100.

3. At least four of the remainder have a school within easy reach.

4. Of the 63 departments in the 46 parishes with schools 27 are reported to be good or fair,* 28 moderate or bad. Respecting eight I have no information.

5. In all but 10 parishes (marked ‡) the accommodation, so far as I am informed, is sufficient in extent. I am not in a position to speak precisely as to average attendance. I have authentic statements of 23 out of the 46, and of these 13 fall below the proper average.

Suburban districts.

In framing Table III. I have thought it needless to go into the question of uninspected schools. In the suburban parishes there are not many of much value. The broad fact shown by the figures would probably be very slightly affected by a full investigation. The only qualification needed is on a different ground, that from the circumstances of some of these parishes the proportion of poor may not be as great as usual. With all allowance for this, the deficiency is real, probably greater than appears; population increases so fast that even very energetic working fails to keep pace with it.

TABLE III.

SUBURBAN PARISHES.

Parish.	Accommodation required at the rate of 10 per cent. on the Population.	Average Attendance.	Deficiency.
1. Lee	616	397	219
2. Lewisham	738	533	205
3. Blackheath, All Saints	182	68	114
4. Sydenham	675	364	311
5. Forest Hill	684	203	481
6. Beckenham	212	284	—

* I print no specific opinions on the quality of instruction, except on the few schools which I have myself visited.

Towns.

I now come to the towns of my district, with figures of very different magnitude and with very different results. Here I do not separate parishes, nor have I inquired about unaided schools; but I include in column 3 all schools which have received building grants. The others, on the highest possible estimate, cannot do much more than balance the increase of population. The most important that I know of are the schools connected with the Admiralty and War Office at Greenwich, Woolwich, and Chatham, the Union Workhouse schools, and that attached to the convict prison. One only of these is on my list, viz., the boys' general school in Woolwich Arsenal.

TABLE IV.

TOWN PARISHES.

Name.	Ten per cent. on the Population.	Average Attendance, including Schools aided by Building Grant only.	Deficiency.	Percentage of Deficiency.	Remarks.
1. Deptford - -	4,597	1,697	2,900	63	
2. Greenwich - -	4,000	1,675	2,325	58	
3. Woolwich and Charlton.	5,053	2,935	2,118	41	
4. Plumstead - -	2,450	1,272	1,178	48	
5. Gravesend and Milton.	1,878	871	1,007	53	
6. Chatham and Gillingham.	4,002	1,544	2,458	61	
7. Rochester - -	1,157	834	323	27	
8. Strood - -	405	243	162	40	Likely to be supplied.
9. Tonbridge - -	874	806	68	7	Parish church schools recently re-organised and put under inspection.
10. Tonbridge Wells and Rusthall.	1,311	1,599	—	—	

Serious deficiency in six out of eight.

Here Tonbridge Wells and Tonbridge may be at once dismissed. Rochester and Strood may be considered manageable; the other six present figures of grave practical significance. It might be thought that the state of Deptford, Woolwich, &c., in consequence of the closing of dockyards and the reduction of work in the Arsenal, would have reduced the margin by thinning the population. It may be so to some small extent; but in the nine National schools, including 20 departments, which I inspected there in 1868 and 1869 the average attendance increased between the two inspections in every case but two, and the *total* number presented for individual examination was only 45 less than before. The future of these towns is of course uncertain, but at present it appears likely that they will

decline in quality more than in numbers; emigration and other outlets will absorb much of the skilled labour, but there will remain the great mass of the really poor, and these much poorer than before.*

Remedies Desirable.

Remedies.

II. Such being the facts, we have the elements of the question before us. Assuming for the moment that there are no difficulties in the way, and looking solely to my own district, what should I desire to do?

Distinction between town and country.

1. The first conclusion seems clear beyond dispute; that the different sections of the district stand on totally different ground. The country problem is a very simple one, that for the towns complex and embarrassing. The work to be done lies in the one case in narrow compass, the other is of startling dimensions; the remedies required by the latter are inapplicable to the former.

Inspection should be general.

2. Taking the country schools first, the first thing one would wish to see done would be to bring all the schools contained in Table II. under regular inspection, armed in some shape, as your Lordships' Inspectors are now, with pecuniary rewards and penalties. I need not argue this point; it is one on which all diocesan Inspectors are, so far as I know, agreed; and the better they do their own work the more strongly do they express this opinion. In any general system it is clear that a recognised school must be an inspected school.

3. Supposing this done, it may be assumed to follow that in a few years the average standard of attendance, discipline, and attainments of these schools would be brought up to the average level of Table I.

Only slight increase needed for the country.

4. There would remain but a small amount of actual destitution, *i.e.*, a small total in few places of children for whom there is no accommodation. Some pressure is needed, and some power to apply the pressure, but the pressure need not be very stringent; and in many of these cases enlargement or new building would follow spontaneously, so soon as more space was practically needed. So far as the country section is concerned it is a question of attendance, not of accommodation.

Compulsory attendance.

5. I confess myself surprised by the smallness of the deficiency of average attendance, at least in "inspected" parishes; knowing as I do the actual irregularity, these

* It has been pointed out to me that the deficiency at Chatham and elsewhere is not so great as it appears to be, a large deduction having to be made for the convicts and the unmarried soldiers, who form a considerable proportion of the population.

figures are unexpectedly bright. They confirm my opinion, however, that "average attendance" is an unsatisfactory test. The true measure of the school is the number who have attended not less than 200 times. I assume, therefore, rather more decidedly than could be shown from these figures, that there is a serious evil needing remedy in the imperfect attendance of children on the books. Compulsion, in some form, must form a part of any scheme, even for agricultural parishes, which aims at making education general and effective; but these figures tend to show, what on other grounds I have no doubt of, that compulsion is chiefly needed, not to bring in the idle, but to claim some part of the time of those who are at work. Not many in this class are left to run wild; great numbers are sent irregularly, capriciously, and for very short periods.

Towns, &c.

6. The figures of Tables III. and IV. need no further comment. But the remark last made can no longer apply in its full force, and the question arises, how we are to distribute the proved deficiency between the idle and the permanently employed; how much is due to the call for juvenile labour, how much to absolute neglect? I see no mode of answering this question with anything like precision. But I cannot doubt, from the actual appearance of the streets of these towns, during school-hours, that after all allowance for labour there remains a serious residuum of neglected children.

Direct compulsion.

For these I very unwillingly confess I see no hope except from direct compulsion. Such compulsion, however, being justified only by the necessity, should, as nearly as may be, be restricted to those who need it, and leave untouched as much as possible of the existing machinery. It should not supersede, but supplement it; and provision should be made for its gradually disappearing as the necessity ceased. For, if successful, it must gradually raise the neglected class above the need of such provisions, so that the time might come when compulsion should be almost out of sight, a force in reserve, to secure the effective working of voluntary agency.

No rate needed for building.

7. I very much doubt whether it will be found necessary to provide funds by rate or otherwise for the building of schools. There must no doubt be some power to make sure that sufficient schools are built, but if the supply of scholars became certain, I have no doubt, from my knowledge of these towns, that in almost every case buildings would be provided. The experiment should at least be tried.

Summary of conclusions.

8. If these conclusions are sound we need in West Kent, and probably everywhere else,—

(*a.*) That all schools should be inspected.

(*b.*) That school accommodation should be secured, by indirect compulsion if possible, for all who are now unsupplied, that is, for a small number in the country and a considerable number in the towns and suburban districts.

(*c.*) That children who are at work should be obliged to spend some time, on some regular system, at school.

(*d.*) That direct compulsion should be applied to those classes, but to those only, who are found to neglect the education of their children.

Practical Scheme.

III.—Can these objects be secured?

Recognised schools to be inspected.

1. It is of course impossible to compel existing schools to submit to inspection. But, if in the general arrangements, all uninspected schools are treated as non-existing, *i.e.*, if no school is recognised as supplying the wants of a parish, which has not been fairly reported of by a duly authorised inspector, the object will be attained in one of two ways;—generally by bringing the existing school under inspection, occasionally by creating a new one.

Indirect compulsion as a stimulus to local effort.

2. In the same way, the accommodation required should, whenever possible, be provided by local effort. Having ascertained the exact amount required, the central authority should announce the fact to the parish, town, or district concerned, and should allow a sufficient time within which proposals would be received from individuals, corporations, or committees for supplying the deficiency. Power should perhaps be given to lay a voluntary rate, with the assent of a large proportion of the ratepayers; but in any case a building grant should be made on the present or an increased scale. Failing all these sources, which I believe would be very seldom the case, the district thus found in default must be compelled to do its duty; the central authority itself laying the rate, or constituting a local board with powers for the purpose.

Management.

3. The management of schools thus built by voluntary effort would remain, as now, with committees or corporate bodies, named in the trust deed. For those built by compulsory rate the true scheme seems to be that suggested (if I remember right) by Canon Norris, that they should be regarded as on a provisional footing, and directly controlled by the central authority itself; the needful funds to be provided by rate. Assuming a voluntary system to be in healthy action all round them, there can be little doubt that they would be soon absorbed into it.

Free schools exceptional.

4. I do not share to the full extent the objection entertained by many to free schools. A rate-supported free school,

attended as a matter of right, would be looked upon with very different eyes from one maintained by charity. There are a few such cases now in operation, and for the most part they work well. But, if we hope to see all rate-built schools adopted before long by some local body, they ought not to be free. Payment should be the rule, exemption the exception.

Exemption from payment.

5. The time for considering the claim to exemption would be at the moment of compelling the careless parent to send a child to school. This, as I have said, would probably be of not very frequent occurrence. It would occur, however, in the same districts where those exceptional schools would be needed. The course of procedure would then be this:—The proper officer directs that the child be sent to school; the parent, in the first instance, has the choice of a school; if however he pleads poverty and the plea is fairly sustained, an order will be given for free admission, but to the rate-supported school only, which would thus assume something of the character of a ragged school; and this seems to me exactly what is desirable. Indeed, only so is it possible to provide gratuitously for the very poor, without destroying the character of existing schools. For a free school, and a school with payments, to exist long side by side, under the same conditions, and in about the same state of efficiency, is (whatever may be said theoretically) a practical impossibility.

Inspection of premises.

6. Both for the existing schools and for the new there should be provision for the thorough inspection of premises, not only as to accommodation but as to drainage, ventilation, and general healthiness. I feel very strongly the inadequacy of the reports I make on such points. I do my best, but I am neither architect, mechanic, nor a man of practical science. I may know when things are wrong; but to tell what is wanted and what is possible requires very often a practical surveyor. Such an officer should be at hand, to be sent in every case where the Inspector's report calls special attention to the subject.

Compulsory Attendance.

Attendance.

7. All these provisions are of little value unless we can secure the regular attendance of the children of the respectable poor up to a reasonable age. I have given much attention to this point during the last two years, and the more I hear and think about it the more I am satisfied that it is hopeless without some pressure, and that sufficient pressure can be safely and easily applied. I had the pleasure last winter of attending a meeting, composed chiefly of clergy and farmers, near Sevenoaks, summoned by the Hon. E. Stanhope

Indirect compulsion.

in connexion with his inquiries under the Children's Employment Commission. I learnt much from that meeting, especially from the speeches of the farmers. But I was particularly struck with two facts; first, that not one of the farmers who spoke—intelligent and superior men, most of them—attempted to give a distinct answer to the question, What time, on an average, during the year could boys between 10 and 13 without inconvenience be spared from work? and, secondly, that every one of them grounded their objection to all half-time educational schemes, *not* chiefly on the inconvenience to employers, but almost entirely on the loss of wages to the parents. From all I heard I came away with a clear conviction that a reasonable scheme would be perfectly easy to work, but that if we wait for it till agricultural employers agree to it we may wait for ever. The simplest scheme seems to me the easiest and the most effective, at least for Kent, such as this:—

Objections of employers.

Scheme.

(*a.*) Require every employer of labour to have in his possession certificates from Her Majesty's Inspector, for every boy or girl under 13 years of age in his employ, that he or she has passed the examination for Standard III., and has *also* attended some recognised school not less than 200 times in the twelve months previous to his or her being hired.

(*b.*) As a further check, require a list of these children, with the name of the school, to be affixed to the church doors, and forwarded to the Education Department. Evasion would thus be checked by local opinion at one end and by central supervision at the other.

(*c.*) Impose the penalty for non-compliance, as in the Factory Acts, not on the parent, but on the employer.

(*d.*) I am not sure that I agree with the proposal to allow exemption from school attendance to those who have passed in a higher standard. There are two sides of this question, but if the exemption were confined to those who had fully passed in Standard V. there could be no great objection.

8. I am surprised to hear the plea of poverty so strongly urged by many whose opinions are entitled to respect, as an excuse or justification of parents for their neglect of their plain duty in this matter. It is a plea very difficult to refute. I believe that they would lose little or nothing in the long run; but, even if they did, it is surely a short-sighted kindness to encourage them to think that they have a right to make all they can of their children's time. That they can afford the loss, if they will, I am certain. Most Kentish labourers, without reckoning anything for their children's labour, are far better off than those of many other counties; I don't mean Dorset or Somerset, but such as the agricultural parts

Plea of poverty.

of Cheshire or Shropshire. They earn more money and they live much better; the only sets-off of much account are the higher rents and the higher price of coal. With full deduction on both these heads their advantage is clear and considerable; yet the plea of poverty is more loudly urged here than I ever heard it in Cheshire. I do not think that such a plea would satisfy any enlightened parent, and I do not think it will stay the hand of the Legislature.

Labour market.

9. The disturbance of the labour market is, I believe, equally imaginary; if I had ever doubted it, the Sevenoaks meeting would have convinced me. In winter there would certainly be none; in the first spring and summer there might be occasional difficulty if (as is likely) many parents had neglected the new regulations. It would be easy to deal with such cases by nominal penalties and warning for the future. In subsequent years they would not be likely to recur in any great number, and (what would be a great satisfaction) the farmers themselves would find it to be their interest to urge their labourers to send their children regularly, and to send them soon.

Minimum of attendances.

10. It may be questioned whether 200 attendances would be sufficient for any good purpose; no doubt it is too little, but something may be done with it, starting from the point of "good" Standard III. work. Mr. Tremenheere, if I remember right, would accept something less; but, if I may venture to differ from so high an authority, I should say (speaking for my own district only) that the higher minimum could be as easily secured as the lower, and that less than 200 attendances would be hardly worth contending for. It should be remembered that these attendances, unlike those under the Printworks Act, would be mostly continuous; and though it is lamentably true that no very great progress is made by those who barely reach the minimum, yet it is certainly worth having, and more than this is plainly impossible. I do not think, from the very little I know of night schools, that night-school attendance should be accepted for boys under 13.

Educational Rates.

Educational rates.

IV. I have assumed throughout that it is desirable to avoid a rate as far as possible, and that the control should, if possible, remain to the same extent as now with the Central Department.

Objections.

1. The objections to a general system of rating are so strong that nothing but absolute necessity could justify its adoption. To throw away the large sum raised by subscriptions and school pence is of itself no trifling sacrifice. To

Loss of subscriptions.

transfer the management from subscribers, whose only interest is to make the schools efficient, to ratepayers jealous of expenditure, seems a greater sacrifice still. Or, to put the matter more strongly, there would surely be no wisdom in specially choosing, to work a new and difficult experiment, the very men whose interest and whose prejudices are utterly opposed to the object in view. Yet this is precisely what would be done in country districts, and to a great extent in towns also, if the management of schools is put into the hands of rate-payers. The supposed new Act is to restrain the liberty of agricultural employers. Would it be well to put agricultural employers to direct the working of the Act? Of course they would be under central control; but why create a difficulty and then devise a check? Management.

2. Something might be added on the unfairness of an educational rate which would fall heavily on the mere tenant, while the large employer of labour almost escaped. The only cases I care to specify are the peculiarly strong ones of Woolwich, Plumstead, and Chatham (I might add Sheerness, but it is not in my district), where the great, almost the sole, employers are Government Departments; while the burden of a rate would fall on the occupiers of cottage property. Unfairness.

The Religious Difficulty.

V. And now what of the religious difficulty? I venture to think that if none meddled with this question but genuine educationists there is no difficulty at all. The religious difficulty.

1. There are many good people who help to swell the cry for unsectarian education, but who do so because on principle they object to all State interference with religious matters. They may be right or they may be wrong; but, right or wrong, their ground is one outside the educational argument. Non-educational objections.

2. There are others who dislike religious teaching, because they doubt or are indifferent to the truth of the Bible. They also ought to stand aside.

3. It cannot be seriously urged as a weighty argument that religious examinations involve the necessity of several inspectors travelling over the same ground. Neither on the score of expense, nor because schools of more or less varying type stand side by side, can this consideration challenge serious attention, if religious examination be once admitted to be in itself good. Expense.

4. There remains the only serious objection. Religious examinations, it is said, might be good if all men thought alike; as it is, they stand in the way of united action, because you cannot and you ought not to compel children to Supposed obstacle to unity.

submit to any particular religious instruction; nor can you leave the neglected masses whom you propose to force into your schools to become the battle-field for contending sects. Now here I grant several points.

Concessions. (*a.*) I grant that, in every rate-supported school, the religious instruction must be solely in the hands of the master, and must be on a broad basis, on which all may meet who are content to use the Bible only as the standard of truth, and the medium for imparting it.

General conscience clause. (*b.*) I grant also that every recognised school should have an effective conscience clause. On this point the public mind, especially within the Church of England, has made rapid progress. I think I may now say that a majority of the clergy in my district are prepared to acquiesce, and a fair proportion heartily to agree that it is right. I still think there ought to be some security for the genuineness of each claim of conscience, at least some proof that it really proceeds from the parent. But even this might be waived rather than prolong the controversy.

Catechism. (*c.*) I go one step farther, and here I fear many of my clerical friends will not follow me. I should be quite content to reserve all distinctive formularies for Sunday school or other special opportunities, reserving only full liberty of *teaching* from the Bible, as well as of reading and explaining the bare text. This would greatly limit the operation of the conscience clause.

schools. (*d.*) Lastly, I would give every facility to schools on every conceivable basis, including those purely secular.

Unsectarian schools must be secular. 5. With these concessions, it seems to me very difficult to make out a case in favour of extinguishing religious examinations in order to set up a system of undenominational, unsectarian, or secular education. The two former terms do not seem to differ much, but I presume *undenominational* to mean that the religious teaching is to suit members of more than one denomination, while *unsectarian* goes a step farther, and implies that it must be such as is common to *all*. It is plain that the latter follows logically from the former. For, though in practice two or more denominations may work in perfect harmony, because they agree in essential points, yet in legislation it must be impossible to draw distinctions between essential and non-essential differences; if denominational differences are to be swept away in educational matters, they must be swept away entirely, and nothing left (so far as concerns the State) but what is common to all subjects of the realm.

The Bible itself cannot consistently be retained, still less our authorised translation, for, even as a book of history, it

might offend the scruples of an advanced religious thinker. Unsectarian education, to be consistent, must be purely secular. Practically, I suppose it is generally intended to allow of the reading of the Bible, and of lessons on its history and morality.

Proposal for religious lessons by clergymen.

6. Another form of union has often been suggested, and is now supported by high authority, not by combined religious lessons, but by allowing each minister of religion to instruct his own flock separately. The inconveniences of such a plan are obvious. But the decisive answer seems to me to be that the religious instruction of children is not (though it is often assumed to be) the proper duty of the minister. It is an important part of his parochial work, but still only a part; and where his other duties are heavy, careful superintendence, with frequent examinations, is often all that he can regularly undertake. I doubt if those who assume that he can undertake the whole of it have seriously considered how much this implies. In very many cases *it must* follow that the instruction will be scanty, often interrupted, and almost confined to the upper section of a school. For not only the master but the pupil-teachers would of course be debarred from taking any part. I must add that it is by no means in every case to be assumed that the clergyman's teaching will be a substitute for the master's. It is its proper complement, and when good deepens the religious tone. But professional skill has its value; and if a first-rate master taught everything else, and an average clergyman taught scripture, it is certain that scripture would be the worst taught subject. I hope that, in saying this, I shall not offend my clerical friends in Kent, to whose earnest and efficient help the work of biblical instruction is greatly indebted.

Objections.

History and morality not bible teaching.

7. If, on the other hand, Bible lessons are restricted to history and morality, I am sure they will all agree that it would be better to remove them altogether from the day-school programme.

Proposal to let teaching go on without Government examination.

Such a system still denominational.

8. It is of course possible to leave the question to the discretion of managers as their private concern, with which the Central Department would henceforth have nothing to do. But this, though it might simplify official arrangements, would leave denominationalism as strong as ever. Even a British school is sectarian, as against a secularist, a Unitarian, or a Jew; much more a Wesleyan or a Presbyterian school. And, so far as I can see, it must continue to be so, so long as earnest men continue to think that faith is the foundation of goodness. When it is held to be a grievance to the promoters of one school that its neighbour

should have its religious knowledge tested by a Government Inspector,* I am utterly at a loss to see where the grievance lies. It will hardly be conceded, I suppose (though I am myself very sure of the fact), that the religious teaching is the better for the examination; or, if it be so, this cannot seriously be advanced as an *objection*. If not, what remains as the distinctive mark of Church of England schools? An additional subject for preparation and an additional chance of failure!

Results of examination.

9. On the actual results of my religious examinations I have not much to add to what I said two years ago.† On the whole there is improvement; the knowledge is sounder, and the tone more practical. But I should certainly be glad if present discussions should help to make the teachers of my district feel an additional motive for striving hard to infuse a religious spirit into their lessons about religion, so as to show that in their hands religious teaching is a reality and not a name.

Results of teaching.

10. I reserve for a separate paragraph my answer to the question often asked, oftener implied; in what respect is a school the better for its religious teaching? Is it better ordered, more obedient, more diligent? Are the children better tempered, kinder to each other, more respectful to their superiors? I answer;—the teaching of religious truth has little effect, if the clever teacher be not also an earnest trainer: if he has little moral force, little influence or power of control, the answers may be quick and intelligent, while the school is inferior in tone. Order, discipline, obedience, depend mainly on professional skill engrafted on earnestness of purpose. But, if to these are added lessons on Bible truth which really tell on the children's minds, there may not be much that meets the eye of a stranger to distinguish the school from one entirely secular; but whatever is taught is taught on a deeper principle, and is far more likely to fasten itself for life on the child's heart.

General Conclusions.

General conclusion.

II.—I conclude, then,—

(*a.*) That the choice lies between denominational and secular schools.

(*b.*) That with a universal conscience clause, and purely secular schools in reserve, wherever there is sufficient public feeling in their favour, there could be no forcing of con-

* See this view fully stated by Dr. Morell, not as his own, but as held by many of the managers in his district (Report, 1868–9, p. 288).

† Report for 1867–8, p. 201.

science, and therefore no call for interference on its behalf. I may add, with all confidence, that the labouring poor of these parts, whether in town or country, are not apt to let scruples of this kind interfere with their choice of a school. They like (and rightly) to be free as to Sunday school; they sometimes, not very often, object to the Catechism; beyond this, very much to their own comfort, they leave the child in this matter to the unquestioned discretion of the teacher. I can confirm the statement of an experienced parish clergyman, who is also a diocesan inspector, that amid the cloud of excuses for non-attendance, the religious objection is the one that never occurs.

(*c.*) If the conscience of the parent is not and cannot be aggrieved, it seems clear that no third party has a right to be considered. And so, as it seems to me, the religious difficulty vanishes, since religious teaching does not appear to stand in the way of a single educational object.

Educational services of the clergy.

12. Lastly, let me say a word in vindication of those within or without the Church of England who cling to the principle of denominational education. It is not, as it is often assumed to be, in the spirit of partisanship. Denominational teaching is contended for, not as a means of proselytising, but because they feel very strongly that religious teaching cannot be earnest or impressive, if the teacher is forbidden to speak from his own convictions. It is quite true that, in lessons to young children, there is but little that directly touches on points of controversy; but it is *not* true that it makes no difference to these lessons, that the teacher has himself thought and felt deeply upon them. I have known large numbers of the clergy in various parts of England, especially among those who are most interested in education. With rare exceptions, I say with confidence—and I speak equally of all schools of thought—that their zeal for education is genuine, unselfish, and catholic. Their great efforts, and greater sacrifices, have been often acknowledged; but it is not sufficiently borne in mind at this moment that for what has been done, the nation stands mainly indebted to the ministers of religion, and among them most especially to the clergy of the Church of England. I have the deepest respect for the work of other bodies—I may name the British and Foreign Society and the Wesleyan connexion—they have borne an honourable part in the work; but when I hear the loud call for unsectarian education, and the demand to sacrifice what has been done by the religious bodies, I cannot help remembering that for the last 25 years, during the greater part of which the public mind was apathetic, the clergy, in yearly increasing numbers, were quietly at work

doing their best under great discouragements, not for sect or party, but for the cause. All mistakes admitted, their work laid the foundations for whatever can be done now; and, if this year's legislation should be the turning point of the struggle, no small share of gratitude will be due to those whose patient labour made possible the final success.

I have the honour to be, &c.

G. R. MONCREIFF.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. C. J. ROBINSON, M.A., *on the* CHURCH OF ENGLAND SCHOOLS, *inspected by him in the Counties of* HERTFORD, BUCKINGHAM, BEDFORD, HUNTINGDON, ESSEX, *and* CAMBRIDGE.

MY LORDS, August 31, 1869.

Employment.

DURING the year ended the 31st August 1869, my time has been officially employed in the inspection and examination of elementary schools, in holding collective examinations of pupil-teachers, in revising the papers worked by them, in assisting at the inspection of the normal school for the training of schoolmistresses at Hockerill, in the Diocese of Rochester; in presiding over the examinations at the same institution, and in revising such portions, as your Lordships entrusted to me, of the answers written by candidates at the Christmas examinations for certificates of merit, and for admission into training colleges.

Change of district.

At Christmas 1868 it pleased your Lordships to reduce the size of the district committed to my charge, which, since the introduction of the New Code in 1863, had comprised the counties of Hertford and Buckingham. The latter county is now detached from this district, and my official duties are confined within the smaller area of the Registration Counties of Hertford and Huntingdon. These two counties, as mapped out by the Registrar-General, and as reckoned for political purposes, are not coincident, so that, while the present list includes a good many parishes outside the geographical boundaries of the counties, it leaves out other parishes within the same limits, which, following the census returns, are attached to the neighbouring inspection districts.

Character of locality.

The general circumstances of the population, together with their employment and distribution, are essentially similar in the whole district to which my official duties have called me during the past twelve months. The neighbourhood is strictly agricultural, and the towns, which are not many nor large, are for the most part merely markets for the produce and supply of the surrounding country; in certain quarters paper-making or malt-making, in others lace-making, and in most, straw plaiting, besides the usual branches of farm and field work, supply the means of livelihood and prosperity to the working classes. The main difference consists in the progress or backwardness of separate neighbourhoods, de-

Labour of what kind.

pending chiefly on their nearness or accessibility to the metropolis, the great source of civilization, as well as the great mart for the productions of the country. The rusticity of a Hertfordshire village, 20 miles away from London, is many degrees removed from the ignorance and boorishness of a retired parish in the clay lands of North Bucks, or on the borders of the Huntingdonshire fens. Both are rural, and partake of kindred pursuits, but into the one few sounds from the distant hives of industry and intelligence penetrate, into the other echoes from the great city day by day make themselves heard, and largely contribute to mould and arouse the activities of life. But the general means of employment continue to be in these quarters the same in character throughout. The question which is annually proposed to the managers—"Do the children of your school belong to "the agricultural class?"—receives an almost universal affirmation, varied in a few oppidan populations by such replies as "For the most part," or "Partly so."

The change of district, to which I have referred, came at the close of the first four months of the past official year; it will therefore be my duty to ground my observations on the experiences of two different fields of labour, but similar in outward condition, and geographically contiguous.

Number of schools visited.

The inspected schools (institutions) held in separate buildings and separately managed have been 160 in number, including—

37 boys' schools.
30 girls' schools.
41 infants' schools.
105 mixed schools.
26 night schools.

190 of these schools were visited with a view to annual grants, and 194 certificated masters and mistresses, with 106 pupil-teachers and four assistants were found at work in them.

Number of children.

There were present at the inspection 7,394 boys and 7,052 girls, with an average attendance of 6,385 boys and 5,716 girls, while the accommodation provided for 22,040 scholars.

Besides the above, there were 21 schools simply inspected, but not with a view to an annual grant, of which there were—

1 boys' school.
3 girls' schools.
2 infants' schools.
17 mixed schools.

There were present at their inspection 443 boys and 665 girls.

Grants.

The amount granted this year for maintenance to 132 schools, having an average attendance of 12,239 children, was 5,557*l.* 18*s.* 6*d.*

Income and expenditure.

The total income of schools receiving grants reached a sum of 17,540*l.* 8*s.* 2*d.*, of which 4,623*l.* 7*s.* 6*d.* arose from grants under the Code.

The average expenditure was at the rate of 1*l.* 8*s.* 6½*d.* per scholar in the annual grant schools, while in 11 of the schools not receiving grants, and conducted by unqualified teachers, the amount expended was at the rate of 1*l.* 6*s.* 4½*d.* per child.

Expenditure of aided and unaided schools compared.

A point of considerable interest to the supporters and managers of schools discloses itself in the foregoing account of the outlay necessary for a well-conducted school. The average cost of the 11 schools which received no aid from the Parliamentary fund was less by only 2*s.* 2*d.* per scholar than the expenditure of schools which partook of the grant; the sum of 1*l.* 8*s.* 6½*d.* per scholar in the latter case, against 1*l.* 6*s.* 4½*d.* in the former. Now as the grant in the qualified schools may reach the sum of 12*s.* per scholar it is plain that not only would the local resources prove all that is necessary for the average outlay of an aided school, but would be sufficient to meet even large additional claims for extraordinary outlay should they arise. It is very usual for managers of these unaided schools to urge that they abstain from employing a certificated teacher and from claiming annual assistance because their existing funds are insufficient. The returns of income and expenditure received from their schools show indisputably that more is raised by them in their several localities than by the assisted schools, so that as far as resources go they might take the lead in educational progress, instead of following in the van.

Decrease of expenditure on schools.

At the same time it is necessary to remark that the rate of expenditure has fallen. Two years ago, and for the two years just preceding, the cost of a child's schooling in the aided schools averaged about 1*l.* 12*s.* 8*d.*; at the present time it is less by 4*s.* 2*d.* per scholar, or about one-eighth of the whole. This marks the tendency of recent school management, and especially of those schools which have been lately enrolled on the list; a too rigid economy is sought to be practised precisely in those points where the school can least suffer it, in the salary of the head teacher, or in the number or quality of the assistants, or in the apparatus and appliances. It is hard to say in which of these directions the straining of economy is most fatal to the success of the undertaking. It is to be hoped that the effective service rendered by so many

of the schools for a considerable number of years may not be seriously hampered by a reduction of expenditure, which seems to be on the increase.

Teachers salaries.

Since I last reported to your Lordships the stipends of the masters and misrtesses in the schools under my inspection have certainly fallen, and, as a necessary consequence, the skill employed in carrying on the schools has thereby deteriorated. Better paid and more attractive situations are at hand, and a constant loss of the most serviceable and energetic masters and mistresses must ensue if their remuneration is not fully up to their value. It is ill-bought experience which discovers after a year or two that the cheaper teaching lacks very much of those qualities which ensure efficiency and give satisfaction. To this existing, and I fear increasing, tendency may be traced the more constant changes of situation occurring amongst the teachers. That they should remove from school to school in a rapid succession is detrimental to themselves and extremely prejudicial to the interests of the schools in which they have worked for so short a time. If they were sufficiently paid any excuse for rapid change, under ordinary circumstances, would be taken away.

Rapid changes of situation.

Revised Code.

I do not detect any difference in the working of the Revised Code in the elementary schools; the tendencies of its provisions have been uniform; to establish a mechanical rather than an intelligent system of acquirements; to cram the children rather than to develop their intellectual powers; its special payments on individual success have created a drill for examination results to the loss of sound and gradual training in fundamentals. Quick scholars are pushed forward as safe to earn the grant; children who "will not pay" are passed by; but these consequences have been fully recorded in my past reports. The Minute of 20th February 1867 has served in some measure to rescue schools from the dull mechanism into which many of them were rapidly falling. Decided encouragement to the more advanced instruction has been given. Geography and composition have been the usual subjects proposed to me, and though at present the children's knowledge may in most cases be described as in its infancy, owing to the great blank of such subjects induced by the Revised Code, there is now a better prospect that intelligent instruction in one or other of the higher subjects will be given in most schools without any detriment to, or rather to the great advantage of, the elementary branches.

Higher subjects.

First class schools.

Of the elementary schools receiving annual grants in the two counties of Hertford and Huntingdon, the following,

arranged in alphabetical order, would form a first class in respect of their efficiency and good management:—

HERTS.

Albury, mixed.	Hitchin, boys'.
Berkhampstead, Great, infants'.	Hockerill, boys'.
Boxmoor, mixed.	Leverstock Green, mixed.
Codicote, girls'.	Redbourne, mixed.
Frogmore End, infants'.	Ware, Christ Church, girls'.
Furneaux Pelham, mixed.	Wheathampsted, infants'.
Harpenden, mixed.	Woodhill, mixed.

HUNTS.

Abbotsley, mixed.	Huntingdon, girls'.
Godmanchester, infants'.	,, infants'.
Hemingford Green, mixed.	St. Neot's Free Charity, infants'.
Huntingdon, boys'.	

Practising schools of Training College.

The practising schools of the training college at Hockerill, being exceptionally situated, with special difficulties and special excellencies of their own, are not included in this consideration. The girls' school has just received a new mistress, who promises very well, and the infants' school is in first-rate order, and conducted by a mistress of great power.

Supply of apprentices.

Pupil-teachers are yet very scarce; boys are with difficulty obtained, and are not of the requisite quality; schools are often obliged to put up with what they can get, instead of selecting the candidates they would desire. Thus it comes to pass that boys are offered for apprenticeship who, though not absolutely disqualified, had better not, both on their own account and for the sake of the school, enter upon an undertaking from which they eventually withdraw, or for which they are pronounced unfit, after the experience of a year or two in their situations. Girls are more easily, but not yet very readily obtained, and the numbers offering themselves for apprenticeship are nearly equal to the demand, which, however, is not so great as it should be, considering the necessities of the schools. Too many of the schools prefer the use of monitors, or so-called assistants, on the supposition that they are less trouble to the managers and are more easily dismissed; and teachers are found, where they do not take the highest or most intelligent interest in their work, who content themselves with an arrangement which relieves them of some responsibility and excuses them from giving lessons for which they may not, perhaps, receive any adequate remuneration.

Boys.

Girls.

Instruction of apprentices.

This leads on to a topic which requires particular mention,

as being a matter of regret to all who are interested in the welfare of our schools and training colleges. Apprentices, both male and female, show by their examinations, both during their term of service and at admission to the training institutions, a manifest falling off in their attainments.

This can only result from a single cause or a combination of causes; either from carelessness or neglect of the teacher in the amount or quality of the lessons imparted, or both, or else from want of industry in the apprentice combined with inattention on the part of the teacher. I regret that cases of proved neglect, which nothing could justify, have come under my observation, but I would fain hope that they are exceptional. On the other hand, among the high-minded and assiduous teachers, it is easy to select instances where far more than the prescribed amount of time is given to the instruction of the apprentice; and a labour of love, ungrudgingly given, receives its reward in the success and advancement of the pupil and the school.

Pupil-teachers' lessons to be paid for.

But I would repeat the suggestion thrown out in my previous reports, that the remuneration of the teacher for the instruction of his apprentice should be made by the managers a separate and distinct article of agreement in writing, apart from considerations of the salary, between themselves and the master or mistress. If an arrangement of this nature be not generally adopted the hope of continuing the efficient instruction of apprentices will remain in the resumption by your Lordships' Committee of direct payments on their account for service and examination.

Minute of 20 February 1867.

The Minute of 20th February 1867 has proved of advantage in many schools, but more in the encouragement of higher subjects of instruction for the school at large than in the increase of male pupil-teachers. The scarcity of suitable candidates has scarcely been lessened by the operation of the Minute. The chief reasons for this partial success appear to lie in the number of conditions attached to this yearly augmentation, and in the remoteness of the ultimate bonus on the success of an apprentice at the training college; but an obstacle still more powerful seems to be that neither the apprentice himself, nor his parents, reap any pecuniary advantage, direct or indirect, from the payment which results to the school. Boys themselves are not in consequence better paid, neither do the prospects of salary when the training shall be over, brighten in the future. If more and better material is to be attracted to the profession of teaching, more tangible, if not more immediate, advantages must be shown to reward the undertaking.

Herts Diocesan Board. Grants to apprentices.

The Hertfordshire Diocesan Board of Education has just initiated a plan for the encouragement and assistance of female pupil-teachers. Grants of 5*l.* are to be voted by the board to deserving apprentices (girls) who have satisfactorily served their full time in schools under mistresses in the county of Hertford, and have entered the Diocesan Training College at Hockerill with a view to two years' residence. It is hoped that this amount of assistance may stimulate the employment of more female apprentices in the smaller schools, and encourage them to proceed in due course to the training institution, and to continue in the profession after their apprenticeship. The board has shown by this resolution a thorough appreciation of the educational wants of the neighbourhood at the present time.

Hunts Board of Education.

If opportunity were given me I should venture to suggest to the Diocesan Board of Education in Huntingdonshire, whether at this stage of national education in our primary schools they might not, with great advantage, more largely extend their assistance to the schools in connexion with the board in some manner corresponding with the recent undertaking of the Hertfordshire board which I have mentioned above. The schools of Huntingdonshire under my inspection are few in number, and yet scarcely any parish is without a school of some sort. Buildings for the most part, I have learned, do exist, though possibly capable of many improvements; but most of all reformation is required in the character and quality of the teachers employed in conducting the schools. It might, and in cases with which I am acquainted it would, distinctly determine the managers of these schools to engage duly qualified teachers, if they could count upon some addition to the funds for maintenance, such as the Hunts board might, on well-defined conditions, afford them.

Irregularity and lateness of attendance.

In the schools themselves irregularity of attendance continues to be one of the greatest difficulties. It arises frequently from the early employment of children in juvenile, and what may be as well termed infantine, labour, but often from a mere habit of carelessness on the parents' part, or of their weak yielding to the whims of their children. There is a sensible difference in the attendance in a school where district or pastoral visiting, or other kindred agencies, are constantly working amongst the poor. The continual "going out and coming in" in their sight of those who are more or less connected with the school serves by itself to remind the parents of their duty to their little ones in the matter of education.

There exists, too, in some places a common custom of arriving at school too late for the commencement of the day's work. It is an evil difficult to deal with, especially where inferior schools are ready to receive any children whose parents resent authority. A newly-organized school sometimes shows itself, where not half the scholars are assembled for prayers, and the rest saunter in by instalments until school is half over. It is unnecessary to point out that such a habit is subversive of discipline, is a hindrance to any effectual work for at least one third of the allotted time, and causes a loss of grant to the school, whenever a child is too late to be marked on the daily register.

Night schools.

Of the night schools I can speak only from what I see of the papers worked at the examinations held by the managers. They are for the most part in the lowest standards of attainment, while they exhibit inaccuracy, and unskilfulness in their execution. The majority of scholars are unsuccessful in writing and arithmetic; the reading is marked by examiners appointed by the school, and apparently meets with more success.

Night school hurtful to day school.

The effect of the night school upon the day school is detrimental; frequently I have had to trace the unsatisfactory state of the day school to this cause. The teacher had too much work to do, more than any man's strength could sustain, and in grasping at both duties he failed in both. Further experience confirms my opinion, that when a master is charged with the labour of a large day school, with apprentices to train and teach, he has enough upon his hands without the addition of a night school; but still more, that the conducting of a night school, in a "rough and ready" manner, as the case must be, seriously interferes with, and unfits for, the regular and well-ordered system he has learned to be necessary for the success of a day school.

Straw plaiting.

I have frequently remarked in previous reports that in Hertfordshire and its neighbourhood straw-plaiting amongst the children is the special local hindrance to their early education. They begin to work at four years of age, and, boys as well as girls, make straw plait till old age comes. In the Session of 1867 a Bill was enacted in Parliament, entitled "The Workshops' Act," wherein by an extension of the provisions of the Factory Acts, the employment of children in certain manufacturing processes below a given age was prohibited; but I find, as indeed I ventured to point out in my last report, that this Act of the Legislature does not include within its provisions, either the manufacture of lace or of straw-plaiting. This one employment of straw-

plaiting, therefore, is at present still free to do its worst in obstructing the education of the poor in a very large population in three counties; its evils are depicted in many reports to your Lordships, and latterly in the Report of the Royal Commissioners appointed to enquire into the employment of women and children. The subject is mentioned also by the Commissioners, who have just concluded their enquiry into the effects of agricultural labour upon the education of the working classes. It may be hoped, that if for all other branches of employment, affecting the attendance of poor children at school, legislative enactments are found necessary and desirable, this single branch of labour,—straw-plaiting—which concerns, more or less, the whole population of Herts, Beds, and Bucks, may not be omitted from the statute book.

Need of legislation.

The following conspectus of parishes in the registration counties of Hertford and Huntingdon shows the extent to which the system of Government grants has reached the existing schools.

Comparative view of aided and unaided schools.

I have reason to know that scarcely any parish is without some provision for week-day education, though in a few instances, the school is situated outside the parish boundary, but within easy distance; but in this computation all those institutions are reckoned which have the outward form and semblance of a school, however well or ill suited to the purpose,—are supported by voluntary subscriptions, and are in connexion with the Church of England.

—	Herts Registration District. (Pop. 173,280.)	Hunts Registration District. (Pop. 64,250.)
Number of parishes having Church Schools receiving annual grants - - -	75	27
Number of parishes not receiving annual grants - - - - - -	82	58

The subjoined list gives the names of those parishes which do not avail themselves of the parliamentary grant for yearly maintenance. The population is distributed amongst them as follows, viz.:—

9	are with a population under			100.
45	are between	-	100 and	300.
44	„	-	300 „	500.
25	„	-	500 „	1,000.
2	„	-	1,000 „	2,000.
1	is between	-	2,000 „	3,000.

The highest gross estimated rental in any parish is 18,486*l.*

HERTFORDSHIRE.

Stansted, St. Margaret.	Reed.	Bennington.
Eastwick.	Barkway.	Sacomb.
Gilston.	Ashwell.	Stapleford.
Widford.	Hinxworth.	Little Berkhampsted.
Great Munden.	Caldecott.	Essendon.
Thorley.	Newnham.	Digswell.
Stocking Pelham.	Radwell.	Ayot, St. Peter.
Brent Pelham.	Norton.	Ayot, St. Lawrence.
Little Hormead.	Bygrave.	Sandridge.
Meesden.	Baldock.	St. Alban's, St. Michael's.
Austey.	Letchworth.	Aldenham.
Buckland.	Willian.	Bushey.
Throcking.	Gravely.	Great Gaddesden.
Wakely.	Knebworth.	Little Gaddesden.
Westmill.	Little Wymondley.	Northchurch.
Cottered.	Pirton.	Wigginton.
Broadfield.	Hexton.	Puttenham.
Rushden.	Lilley.	
Wallington.	Offley.	
Kelshall.	St. Paul's Walden.	
	Aston.	

HUNTINGDONSHIRE.

Abbot's Ripton.	Spaldwick.	Witton.
Alconbury.	Steeple Gidding.	Buckden.
Alconbury Weston.	Upton.	Diddington.
Barham.	Woodwalton.	Graffham.
Buckworth.	Woolley.	Great Catworth.
Conington.	Bluntisham.	Great Staughton.
Coppingford.	Broughton.	Hail Weston.
Easton.	Colne.	Stow.
Ellington.	Hemingford Abbot's.	Little Paxton.
Great Stukely.	Hilton.	Midloe.
Hamerton.	Holywell.	Offord Cluney.
Hartford.	Houghton.	Offord D'Arcy.
King's Ripton.	Old Hurst.	Southoe.
Leighton.	Pidley.	Swineshead.
Little Ravely.	Somersham.	Toseland.
Sawtrey.	Wistow.	Waresley.

BEDFORDSHIRE.

Holwell.	Pertenhall.	Little Barford.
Tilbrook.	Little Staughton.	Dean.
Shelton.		

BUCKINGHAMSHIRE.

Pitstone.	Marsworth.

CAMBRIDGESHIRE.

Abington-in-Clay.	Barrington.	Bassingbourne.
Shiregay.	Foxton.	Lolworth.
Wendy.	Thriplow.	Boxworth.
Whaddon.	Foulmire.	Conington.
Meldreth.	Melbourne.	Fen Drayton.
Shepreth.		

ESSEX.

Little Hallingbury.	Oakley.	Manuden.
Great Hallingbury.	*Little* Chishall.	Farnham.
Elsenham.	Henham.	Great Chishall.

It will thus be seen that about half of the parishes in the Herts district, and somewhat less than one-third of those in the Hunts district, are employing certificated teachers in numbers more or less sufficient for their requirements, and more than half of the parishes are not yet found on the list for annual grants, *i.e.*, have not qualified their schools either in respect of sufficient buildings, or of teachers holding the necessary certificate of fitness for their office. It is part of my duty to visit many of these last named schools in the course of my rounds; in some cases they have received a grant for the erection of the school buildings, and in others no assistance has ever been received from the public purse, but inspection has been invited by the managers.

Simple inspection schools.

During the past year 21 schools of this description have come under my official cognizance, and deserve more particular mention.

It is commonly lamented that a large part of the population is yet outside the national system, and fails to benefit by the national support, it may, therefore, be useful to show the condition of schools which in this district are not benefiting by the public grants, and to indicate the reasons which appear to bring about that result.

Instances of inefficient schools.

The following cases are noted in my record:—

Hunts.

A.—The school of a village in Hunts, population 640. Gross rental, 2,926*l.*; clergyman's income, 337*l.*

The schoolroom is a meagre building, erected in 1844 with public aid, one may judge from its appearance that it has not been touched, certainly not inside, since it was built. It is damp and cheerless, with a brick floor, and a miserable stove, which is "often out of order." The furniture is next to nothing, the books and apparatus insufficient. It is carried on by an unmannerly girl of the village, who can scarcely write, much less sum. The children know scarcely anything, and waste most of their time. The attendance was 45, almost all mere infants. The total expenditure is about 25*l.* per annum. The income arises from schoolpence 10*l.*, from Betton's charity 5*l.*, paid by the rector 10*l.* The other owners or inhabitants are never asked to contribute to the maintenance of the school.

Essex.

B.—Another village school in Essex, population 514, gross rental 3,086*l.*, clergyman's income 470*l.*

New buildings erected with aid a short time ago, are well planned and furnished. The school carried on by a master, assisted during some hours of the day by his wife. His original calling was not that of school keeping, and this is his first school for the poor. He has no time table, but works "from his own mind;" if he strictly keeps to his purpose, the disorder of his faculties must be pitiable. The handwriting was marked pretty fair, but all else less than moderate. His plan seemed to be to let the school drift on by the help of a young woman

assisting. He accepted, not unamiably, the course of events. He had picked up, here or there, some crude notions of school methods. The behaviour of the children in presence of the clergyman, and mainly for this reason I suspect, was proper and well conditioned. The income and expenditure was about 50*l*. The master had a wife and three children to maintain out of his salary. The managers had previously employed other two non-certificated masters, who left in debt, and otherwise misconducted themselves.

This was clearly a case where a good mistress would conduct the school far more efficiently, and by the help of an annual grant the local subscriptions need not be increased.

Beds. C.—A village school in Beds, population 350, gross rental 2,085*l*., clergyman's income 388*l*.

The building was erected in 1860 with aid from the Privy Council, and is sufficiently well adapted for the purpose. The same teacher has been in charge since the commencement; she is not old, but illiterate and unskilful, and but little removed from a dame of the old type. She works without system, or by an unintelligible system imperfectly carried out. There is much severity in the treatment of the children. The teaching is pretentious, but the knowledge very little, either of the elements or of the higher subjects, which here predominate. The religious acquirements, excepting some hymns, texts, &c., learned by heart, are inappreciable. On the whole the school is doing as little as any of the dame schools in the neighbourhood. The average attendance is 29, the age is very low, a number of children go to another school about a mile away. The income which appears to meet the usual expenditure is about 35*l*.

On representing to the managers that the present funds were enough to supply a certificated teacher, and earn the annual grant, it was stated that the village was content with the lower stamp of education for its poor.

Herts. D.—The school of a large village in Herts, population 1,123, gross rental 6,736*l*., clergyman's income 142*l*.

The room is a miserable building, erected some years ago, it is low, ill-ventilated, and badly lighted, too small, and without proper fittings, the outbuildings are extremely bad, there is no attempt at a playground. The school is carried on by an unskilful young woman, who appears to exercise little influence over the children; it is certain that they know next to nothing. The attendance is ridiculously small for the population. It is high time the parish should provide a good building and efficient instruction for the labouring poor. Many persons of local influence are willing to make this improvement, but it is alleged that the clergyman is against it, at any rate he tolerates and supports one of the worst schools in the county.

Such as these are fair examples of the inefficiency that exists in schools which are not regularly inspected, and whose teachers are not trained or tested, but fall into the teaching body without preparation by the chance or misfortune of life. They produce no praiseworthy results, or none that should meet with the recognition of a public reward. The standard is pitched too low, and if they impart anything of mere literary value they fall most grievously behind in moral training, in discipline of the heart and will, in rousing and exercising the intelligence of their pupils.

The striking contrasts that exist in the educational feeling of the district may be illustrated thus. The parish of Wyddial with a population of 213, many of whom reside away from the village, supports a school in a good building, in which an average of 23 children are very well taught by a certificated mistress. This is mainly owing to the liberality of the Squire, and requires special recognition. The town of Baldock with a population of 1,974 has no church school under inspection, and though a school exists I am given to understand on good authority it is inefficient; perhaps on this account my proposals to visit it for inspection have been more than once declined. Activity and deadness compared.

It is not, then, new schools that are wanted, but the improvement of existing schools; I speak of those which keep themselves aloof from the present system of public grants. Where aid is given schools are for the most part good, where it is not asked for nor given, they are mostly bad. Schools enough;

How shall these be made fit to receive central assistance? The problem is how to raise the tone and measure of educational feeling and action where at present only a minimum exists. How shall the schools be put in the way of becoming efficient? As far as this district is concerned, the scheme of public augmentation is sufficient, though its amount and the mode of its administration might with advantage be readjusted. The local initiative is at fault; in perhaps half the cases schoolrooms must be improved or rebuilt, and in all qualified, or, in other words certified, teachers must be employed. The first undertaking may be supplemented by the parliamentary grant for school building, the last is not prevented even without further effort, except in very few cases, by lack of contributions, or by ascertained unwillingness to subscribe. but needing to be improved.

How then are these things to be accomplished? by sacrifice and energy from within, or by compulsion from without? by local awakening to the necessity or by action of the State to remedy private apathy? Let all those who have refused, or have thought themselves beyond the reach of, Government aid make trial of a system which has confessedly made the education of the poor as good as it is. Let all those who in theory maintain, and in words support, the parliamentary vote for education cease to shut the doors of their schools against inspection, as if they thought that what was good for their neighbours was not good for themselves. There are those who will be content with nothing less than legislative interference, there are others the chief supporters of church education, who yet trust to the unfettered and voluntary zeal of the country to raise the unworthy schools, and to place them on a level with those which during 30 years have formed and carried on a sound system of education for the working By energy of apathetic. By ceasing of opposition to Government aid.

If local interest ceases, education dies.

classes of England. If local support and interest is necessary for the carrying on of the education of the poor, why extinguish it by a rate paid system which enlists no zeal and carries with it no sympathy?

I have the honour to be, &c.

C. J. ROBINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. CAPEL SEWELL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CAMBRIDGE, DERBY, HUNTINGDON, LEICESTER, NORTHAMPTON, NOTTINGHAM, LINCOLN, *and* RUTLAND.

MY LORDS, Grantham, Dec. 1869.

SINCE the date of the last report I had the honour of addressing to your Lordships the limits of my districts have been considerably changed. My new district is of less extent than the old one, but its geographical distribution is more varied; it comprises parts of eight counties. Besides the schools within my prescribed district I have visited in the past year certain schools in Hampshire, Middlesex, and Surrey. In addition to these annual grant schools I have also visited all the simple inspection schools in my district. Change of limits of district. Work done.

Inspected schools over this wide area of observation appear to have a great uniformity of character. This is the natural result of the uniform requirements of the Standards (Art. 48) determining a common type of primary instruction. In spite of this sameness, which in some respects is to be regretted, very ample opportunities exist for the varied exercise of the teacher's skill and resource. Children's ability not to pass only, but to work the standard exercises without effort or embarrassment, their advancement beyond the simple standard lessons, their intelligent habit, the relation in which their ages stand to the Standards in which they are instructed, the amount of teaching power employed in their instruction, these are marks to be looked for below the surface of examination schedules and calculated averages of failures. In such points as these there is great variety, caused partly by the differing capacity of children, though this, at least for purposes of school lessons, I find when comparing towns, even London, with country places, is far less than is generally supposed; partly by the skill of the teachers and their enterprise, and I should add their experience also, if I did not find that youth is no bar to success, and that age does not necessarily guarantee it; partly also by the varying requirements of inspectors, who, since they became examiners, have become also to a great extent directors as well of primary education. Uniformity of inspected schools. Points of difference to be looked for. Their causes.

I now beg leave to point out to your Lordships certain characteristics of the work done in this district other than its efficiency as measured by the passable success with which the Standard exercises are done. It is possible some criterion may be established which will serve to define and fix some- Special characteristics noticed.

what further than has at present been done the character of primary education generally.

I. The relation of the age of the children to their standards.

If it be accepted that the six Standards constitute a suitable course of instruction for the children of the wage earning classes from six to twelve years of age, it must be granted that all the parts of the course are not of equal value, and that the first four Standards measure the minimum of instruction that can be practically useful. Less than this, however good it may be, is so very elementary, and is given to children at such an early age, that it cannot last, and is valuable only as the necessary foundation of that which will. The value of this course depends therefore, on the ages at which children come under it, on the number who follow it to the minimum point of usefulness, on the number who pass through it, and on the number who go beyond it.

Importance of a due relation being observed.

The value of elementary work varies as the age of the children. It is of little worth that a child of nine should pass Standard I., and work that is creditable enough in a child of eight would be commonplace and of no account in one of ten. The following table exhibits the relations observed between the average ages and the Standards of children presented to me for examination in 194 departments in the past year.

The relation exhibited for all the annual grant schools in the district.

TABLE I.

Standard.	Average Age next Birthday.									
	7.	8.	9.	10.	11.	12.	13.	14.	15.	
I. -	**87**	74	15	5	2					Number of Departments.
II. -	6	52	**87**	37	3	1				
III. -		10	36	**86**	26	8	1			
IV. -			2	26	**83**	34	6	1		
V. -				7	38	**61**	22	2	3	
VI. -					5	26	**42**	13	5	

Significance of this table.

This table shows with singular uniformity for all standards, if one year's grace be allowed, that is, if children may for the present be considered satisfactorily taught who are one year behind the point of instruction which their age would strictly require, that 88 per cent. of children presented in Standard I., 76 per cent. in Standard II., 79 per cent. in Standard III., 73 per cent. in Standard IV., 79 per cent. in Standard V., and 80 per cent. in Standard VI. are of the right age or younger. I cannot think this, considering the circumstances of the children's attendance, an unsatisfactory state of things. It was certainly far otherwise four years ago, and I confidently expect that every year will show a

nearer approach to the proper relation of age and instruction, or, in other words, a less waste of time.

II. Numbers presented in the higher standards.

There is some evidence that the number of children whose education is carried beyond the three elementary Standards is slightly on the increase. Both the number of due age for the higher Standards and the number presented in them seem to have increased in the past two years in the same proportion, so that there is, perhaps, evidence also that the average school stay has been somewhat increased by the prolonged attendance of those who having passed the elementary stages are willing to remain longer at school for the sake of further advance. I should regard a considerable rise in the per-centage of those presented above Standard III. as one of the soundest signs of real progress that could be looked for. This per-centage I find determines more concisely the character of a school than any other test I can apply. It is an index of the class from which the children come, of the regularity of their attendance, and of the use the master makes of it in pushing them on. A high per-centage of upper Standard children almost invariably goes with instruction in advance of the Standard work, and a low one as often as not points to some exceptional characteristic which would otherwise have been unnoticed. I subjoin a table which exhibits the departments examined by me broadly grouped according to the per-centage of the total number presented who appeared above Standard III.

These numbers increasing a sign of progress.

TABLE II.—Per-centage presented above Standard III.

Centesimal proportion of upper Standard children exhibited.

	1. Between 1-10.	2. Between 10-20	3. Between 20-30.	4. Between 30-40.	5. Between 40-50.	6. Between 50-60.	7. Between 60-70.	8. Between 70-80.
Boys -	0	7	**17**	10	5	3	0	1
Girls -	6	11	**11**	12	0	4	0	0
Mixed -	1	25	**31**	14	3	1	2	0
Total.	7	43	**59**	36	8	8	2	1

The variation of these per-centages is so great, ranging from 7 to 80, that to say the mean per-centage of children in the higher Standards throughout the district is 26 would give little information. It is however at least as good evidence of the condition of schools as the mean per-centage of passes. It is at best a rough but compendious method of measuring general results, and not altogether without value if it be remembered that no great alteration of this per-centage could take place without considerable change either for better or worse in a good many schools.

Present unsatisfactory proportion of high standard children;

Looking at this table as illustrating the amount of useful because possibly lasting instruction which is given in the schools, it cannot be concealed that the result is not satisfactory. Omitting those schools which have less than 10 per cent. above Standard III., as they are chiefly new schools or but one remove from infant schools, it would seem that by far the largest number have less than 30 per cent. of their most regular scholars who have received the minimum of useful instruction. There is little expectation of any great improvement in this respect until the attendance of children, on which it depends, is increased by direct or indirect compulsion. A perfect system of direct compulsory attendance would soon raise the per-centage of the upper Standards to 50, the maximum point; but so complete an enforcement of attendance, if possible anywhere, is certainly not possible in England, and we shall have to content ourselves with such improvement as indirect compulsion can effect. It would be an indisputable proof of the soundness of any plan of compulsion to find that in such a table as I have constructed the maximum column occupied the fifth or sixth place instead of the third, as at present.

to be remedied only by some form of compulsory attendance;

which however can scarcely be expected.

III. Extra subjects of instruction.

The VIth Standard is reached in about half the schools of the district, but the numbers presented in that Standard are very small, and in small schools generally ill prepared, especially in arithmetic. A course of instruction, overlapping the later steps of the Standard course is suggested by Art. 54 (Minute of Feb. 20, 1867). There has been a very great increase of this work in the past year, and many children leave school with a very fair acquaintance with geography or history whose stay has not been long enough for them to reach Standards V. or VI. There are 66 departments in which some subject in advance of the Standards is professed. In 53 geography is the subject selected; in five it is history; in six, grammar; in one, advanced arithmetic; and in one elementary physiology. The amount of instruction is not very great, but it is, generally speaking, done thoroughly and intelligently. As the conditions on which the grant for it is paid are such as to compel good and advanced standard work, it is fair to conclude that the old type of school, which was supposed to have been extinguished by the Revised Code, is beginning to reappear with this advantage, that now there is complete security, so far as money payment can produce it, for more than average care of the elementary lessons going along with more varied and stimulating instruction. I regret to say that, though I have rarely found it necessary to withhold my recommendation of the grant for this extra instruction, only half the schools applying for it have obtained it,

Number of schools professing them.

Good results of the teaching.

Frequent failure to receive the grants.

from failure to comply with one or other of the four conditions (Art. 54, *a.*, *b.* 1. 2., *c.*) which are concurrently necessary to its payment. But for this, as for most other failures in the work of primary education, it is not the teachers or the managers of schools that are to blame; the cause is the bad attendance of the children, which stops the way of improvement, and I fear can only yield but slowly to any measures devised for its redress. The reason of it.

Before passing from the secular instruction of the schools I cannot withhold an expression of my disappointment at the results of the teaching of arithmetic. I fear I must retract, after closer observation, what I said in my last report on this head. The standard exercises themselves are often, if passable, not nearly so well done as they should be, but this is not the worst of it. Children seem generally to be taught to do exactly the sums required in the several Standards and nothing more. The simple methods of the rules for the year are made familiar at the cost of those driven in in the years before. It is vain to expect a rational attempt to do sums involving the simplest combination of processes or the least exercise of common sense. Methods of manipulating figures are taught, not methods of using them and applying them to common things. I could wish that all the sums above Standard II. could be set in a problematical form, with any prospect of getting them done. In French village schools work corresponding to that of our Standard II. is I believe invariably done so, and worked neatly on paper, as the use of the slate is unknown. The decimal system by reducing all weights and measures to one notation has practically brought our Standard V. work within reach of a child of eight; but without waiting for that happy change to put an end to the Tables, the most laborious and valueless of all our school exercises, the introduction of le calcul, as the French call their method of school arithmetic, would very largely increase the practical aptitude of our children. It seems almost equally hard to dissociate the idea of number from concrete things in the minds of very young children as it is to associate them after they have become familiar with figures and symbols. Thoughtful and observant teachers should take note of this and modify their instruction accordingly. Arithmetic. Poor character of the teaching. French school arithmetic.

I am happy to say as regards the teaching of arithmetic to very young children, that a way of using the ball frame is becoming common in happy contrast to the dull and utterly wearisome method generally employed. Children can be taught to add and subtract by the eye on the ball frame with a quickness and accuracy which cannot fail to be of great service when they come to use their slates. Use of the ball frame.

Religious instruction.

As regards the religious instruction I have little to add to what I have said in former reports. It is systematically given and well advanced. The more I see of the use to which in good hands the Bible, and the Catechism also, among those who are disposed to understand it, may be turned in quickening the mental activity as well as training the conscience, the more plain does it become that if ever intelligent instruction in religious truths, such as we find now, comes to be banished altogether or supplanted by a formal reading of the Bible without note or comment, a most useful part of education in the best sense will be lost to the illiterate poor. It would be a degradation of the Book to which we profess to show respect if we bring it to the notice of children while we refuse to make them understand it. In many cases they would become altogether indifferent to a book whose lessons seem to have as little meaning for their teachers as themselves; or they would learn to reverence it perhaps, but like a fetish or an idol, to be touched but with averted eyes; to be read like a charm, without profit either for doctrine or reproof, or correction or instruction in righteousness. In an age like the present when educated men are dissatisfied with the traditional use of scripture and are seeking to read its records by the light of modern knowledge and interpret them afresh so as to bring them into nearer relations with our consciences, it is surely unreasonable to keep back from the illiterate their only chance of reaping the wholesome fruits of these endeavours, or of escaping the dangerous perversions of God's word which unfriendly critics are but too ready to suggest. The semblance of religious instruction had certainly better be withdrawn altogether from the teachers of primary schools and left in other hands, than that children should grow up with the idea that its lessons can be learned from the perfunctory reading of a very difficult book which they are not encouraged to understand.

Its advantage, intellectual as well as moral.

Reading of the Bible without note or comment.

Liberality of the clergy towards dissentient parents,

I would add my testimony to that of others of far wider experience than myself that such religious teaching as we are accustomed to neither is or has ever been unwelcome to the more thoughtful among the parents. School managers in the closest connection with the National Society have for many years past been left to their own discretion in providing for the religious instruction and observances of their scholars, and it cannot be too strongly affirmed, so far as my experience goes of the clergy, that they exercise their judgment with a tenderness for the expressed wishes of parents which leaves even dissenters, except in the rarest instances, without cause of complaint. Objections to religious instruction in primary schools have various grounds, though the

The grounds of so called conscientious ob-

sacred character of the subject matter enables objectors to plead their conscience in them all. The nature of the ground on which the objection is made should be looked at in order to determine the respect with which it should be treated. If the freedom which is the common property of all religious bodies be used by any one of them to discredit and disparage and so to silence in the ears of those who are willing to hear the teaching of an opponent; objections on this ground do not in justice deserve very serious attention. No more do those which are advanced in the interest of pure secularism with the object, whether avowed or concealed, of closing the lips of all ministers of religion in the education of the young. And even objections raised by parents should be well weighed when, as is often the case within my own knowledge, it is not the conscience of the parents that complains, but their ignorance; ignorance of what education is, of what religion itself is, which chafes against what is wholesome and true, but which does not so commend itself to them. It can hardly be maintained, however sacred and inviolable the parental right may be, that parents who adopt the lowest utilitarian view of education and whose own consciences are not exercised by any very godly discipline, should be listened to with over scrupulous deference, or their objections encouraged by more far seeing men than themselves. Conscientious differences of religious opinion demand and, in a greater degree every year, are receiving respect, but indifference to religion, even though it wear the mask of conscience, must ever, one would think, be a matter of regret to the statesman as well as the clergyman. Comfortable homes and abundant food, reasonable leisure, a widening knowledge of affairs, taste and refinement, in a word, an improved social state is the proximate aim of most educational endeavours. These are very excellent things, but they may exist, the history of extinct civilizations shows they have existed, without the graces of true manliness, courage, honesty, patience. Prosperity without the discipline of the passions is indeed possible, but happiness comes when they are united. Education without religion proclaims that they are divorced.

Objections should be examined.

All do not command respect.

The true aim of education.

I have little that is favourable to report of those schools which are liable to inspection, but which receive no annual grant, and therefore are at no pains to conform to the rules prescribed by your Lordships. Notices of inspection were sent to all but one of these schools, and I visited 22 of them. The managers of two declined my visit altogether. In one case they gave permission to the mistress to dismiss the school and to disappear herself at the hour appointed for my visit.

Simple inspection schools:

Several others intimated that they would have declined inspection had they been able to do so. Three of the schools I visited were in the hands of fairly qualified teachers, all richly endowed; but even in these I found scarcely any children above Standard III., and many of the old blemishes which are now scarcely ever seen in annual grant schools still flourishing. Several others seemed to need only some systematic direction to do fair work. The greater number are dame schools, or in the hands of men crippled or worn out, in which scarcely any arithmetic is taught, and no reading practised but the Bible, which is certainly done fairly well, if spelling be allowed. This reading of the Bible is often extremely injudicious, being straight on end, through passages easy or difficult, interesting or obscure, with sublime indifference to the results. The Catechism I generally found well said but little understood. The blot on all these schools is the want of some broad system of classification, such as the Standards, which are generally unknown, supply. Old and feeble methods of teaching are adhered to, *e.g.*, square arrangement of forms and wall desks, teaching arithmetic by one rule at a time, allowing spelling in reading, which contrast most unfavourably with the skilful economies of a trained and constantly inspected teacher. Doubtless these schools do not appear to their best advantage, as they are visited at a time of the year which is unfavourable for inspection of annual grant schools. Yet the stimulus under which these latter work, even for an inspection in June or July, is sufficient to keep them fairly full when their uninspected neighbours have emptied themselves into the fields. Their managers seem to be content to yield, with lamentation indeed, but without an effort, to the circumstances of the place; they have no inducement from without, as others have, to make the circumstances of the place and the habits of the people conform to the necessities of the school. The school as it is in its undeveloped, often worthless state, is supposed to represent the utmost result to be expected in the way of educational success. If that were the true state of the case they might well be excused from doing anything more for the efficiency of their schools than they do. The first requisite for a successful, popular, prosperous school is that it should have all the external appliances in order, a cleanly, cheerful room, abundant materials, a teacher whom the children will respect as their master and love as their friend. That such a school is not an impossible luxury, to be attained only by those who have large means at command, is sufficiently apparent from the fact that the average annual expense in the inspected schools under certificated teachers in this district is

their inefficiency.

Its causes.

Mistaken ideas of their managers as regards their possible improvement.

Good schools cheaper than bad ones.

one shilling per child less than in the very unsatisfactory schools I have described.

Means of instruction in the district.

The character of primary instruction is at the present time of less importance than the means which exist of supplying it. This district is by no means backward in recognizing the incompleteness of its present primary schools, and awaits with anxious interest the promised measure of educational reform. I hope I shall be excused if I venture, in the immediate prospect of an Education Bill, to set before your Lordships what appear, in this district at least, to be the weakest points of the system, and what steps suggest themselves for their improvement. It is not possible to describe the deficiencies of education in one general comprehensive phrase, any more than it is possible to devise a simple comprehensive plan for their redress suitable alike for town and country, for ploughman and for spinner, for the well-to-do artizan and the thriftless vagabond. But, speaking generally, education is deficient either as regards the local distribution of schools, or it is deficient as regards the depth to which their influence penetrates among the class for which they are intended. The first of these defects is the necessary result of a purely voluntary system which leaves the initiative of founding schools to the discretion of private persons, and fixes the responsibility of doing so on no one. The second arises from the fact that though the amount of educational appliance required for any place may have been supplied, under your Lordships' sanction wherever public money has been granted towards a building, in strict relation to the population of it, yet that relation has been determined by the use which the habits of the poor permit them to make of schools rather than by that which they ought to make of them if their education is to be complete.

Defective as regards—
1. Local distribution.
2. Insufficient use.

Deficient local distribution of schools,

to be supplied by public authority assisted by volunteer effort.

It is certainly the more necessary task, and would probably be the easier and more hopeful, to secure a system of primary schools complete as regards local distribution, before any direct, but possibly abortive, legislation were made for the better use of them. If the responsibility of founding and supporting schools were entirely in the hands of some public authority, and if it proceeded to discharge that responsibility in the way we are accustomed to see public works performed, the voluntary system with all the noble fabric that has been reared upon it would speedily disappear. The work would indeed be done, and possibly done effectually, but at a grave cost to the public purse, and with a severe shock to those whose patriotism has done the work of the past. But if it were possible for the State, while assuming the responsibility, to accept with grateful appreciation the labours of volunteers

in the discharge of it, reserving her own forces for work which volunteers could not or would not do, the influences at present at work would continue and penetrate to places where they are at present unknown.

Felt in country districts chiefly.

Towns and dense populations already supplied.

A complete local distribution of schools is the special want of rural populations. Nottingham and the very important mining district of the Erewash Valley has, by the foundation within the past two years of schools in St. Mark's parish, at Carlton, New Basford, Cinder Hill, Bulwell, Carrington, Hucknall Huthwaite, Forest Side, and Brinsley, filled up the gaps in a now almost continuous chain of inspected schools over the whole of the south-west of Nottinghamshire. The smaller country towns of Newark, Grantham, Southwell, Peterborough, Melton, and Stamford are equally well supplied. It is upon the agricultural districts that the demand must be made for public guarantees of efficient education. Many reasons suggest themselves for thinking this guarantee could be obtained in many cases without difficulty. Increased acquaintance with the district enables me to repeat with confidence that very few places, where under any circumstances it would be possible to have a school at all, are without one of some sort already. These schools, if those of them I examined this year are a fair type, are mostly bad; but they are bad because no authority has ever demanded amendment of them, or has suggested it only on conditions of assistance so narrow and severe that it has been impossible to comply. More liberal terms of public assistance would very largely increase the number of public schools.

More liberal public assistance to rural places recommended.

Endowed Schools Bill to be brought to bear.

There is moreover a very ready handle for the grasp of authority offered in innumerable country places by the possession of endowments and dole charities. The powers of the Commissioners under the Endowed Schools Bill, if they could be promptly exercised, would go far to found satisfactory schools in country places. Their useful influence would have gone still further if the reformation of the dole charities had not been, by Mr. Walpole's amendment, practically put out of their reach by making it dependent on the will of the present trustees. There is a growing feeling even among old-fashioned clergymen that the doles they have to distribute cause petty annoyances and often ill blood or thriftlessness, which could only be got rid of by a total change in the disposition of the money. The larger doles are practically a relief to the poor rate, the smaller ones are absolutely wasted. But there is a very natural reluctance on the part of the clergy, who generally have the distribution of these doles committed to them, to raise a storm about their ears

Unfortunate exception of the doles from the discretion of the Commissioners.

by petitioning for the interference of the Commissioners. They would rejoice to see the money spent on the school, but it can hardly be expected that they should be the first to move in so very thankless a task.

Extent of possible operation of Endowed Schools Bill.

With the view of determining in a rough way the extent to which the influence of the Endowed Schools Bill might be made sensible in country places, I have collected information respecting the endowed primary schools not at present under inspection, and the dole charities existing throughout the eight counties into which my district runs. The last column of the subjoined table gives approximately the number of places, out of a total of 1,753 necessary centres of primary instruction throughout the eight counties, which have not schools of the official type already, or which give no occasion, either by having received public money or by possessing funds within the scope of the Endowed Schools Bill, for the interference of authority. It is evident how much of the ground would be covered if all but these were reached.

TABLE III.

County.	I. Number of Places. a. Above 200 Population.	I. Number of Places. b. Under 200 Population.	II. Number of necessary Centres of Instruction, giving 1 to every 3 places under 200 Population.	III. Number already receiving Annual Grants.	IV. Number that have been assisted by the State in founding a School.	V. Number which possess Primary Endowments not included in Cols. III. or IV.	VI. Number which possess Dole Endowments not included in Cols. III., IV., and V.	VII. Number of Places which all present Legislation leaves untouched.
Cambridge -	159	15	164	66	33	11	9	45
Derby - -	228	38	241	137	35	33	0(?)	41
Hunts. - -	81	23	89	32	12	11	4	30
Leicester -	188	79	215	93	26	17	53	26
Lincoln - -	455	234	533	164	54	90	32	143
Northampton	251	73	276	81	23	43	22	107
Notts. - -	175	60	195	102	11	28	31	23
Rutland -	36	17	42	11	4	12	5	10
Total -	1,573	539	1,753	686	228	245	156	425

Extension in towns of schools of present type.

School extension in towns, except upon the supposition of a very much improved attendance of the scholars, would in this district be confined to the foundation of public schools of the same character as ragged and industrial schools. The closer the habits of the wage earning classes are observed the

more evident is it that few of the self-respecting poor, even among such unsettled people as strolling players and music hall attendants, entirely neglect their responsibility to educate their children. They have the most inadequate notion of what is necessary for a useful education, and they make small sacrifices on behalf of it, but they might do much less. The present average duration of school life after the sixth year, in the Nottingham schools, is something under two years. If by any process of compulsion the average school life could be raised to four years, and the multitudes now attending private schools be brought into the public ones, they would become twice as full as they are now, and their accommodation would have to be largely increased. But till the difficulty of keeping children at school is in a fair way of being overcome, and until the large unoccupied space in existing schools is filled, it is scarcely necessary to make preparations for receiving them in larger numbers than at present.

Unnecessary except on supposition of successful compulsory attendance.

Schools of the Ragged type necessary.

There is however a class of children, by no means numerically overwhelming and existing in formidable numbers nowhere but in Nottingham and other large towns, the offspring of thriftless, vicious, or pauperized parents, whose condition is bad, but scarcely bad enough to justify the demand which extreme educational reformers make for a complete change of our system to meet their particular wants. Neglected by their parents, neglected by the State, till squalor and vice have ripened into crime, these children require an organization as little suited to the independent workman as the schools his children now frequent are to them. The ragged schools which are designed for this class are under no supervision, and gratify the sentiment of their benevolent supporters rather than supply in any sufficient way the educational necessities of the extremest poor. There are three of these schools in Nottingham already. Increased to five and put under State supervision and assistance by legislation akin to that of the industrial schools, they would, I venture to think, relieve the streets of the town of its arabs so far as that is possible while they are allowed to live at large at all.

Character of present ragged schools. Possible results of their becoming part of the public system.

Two objections to the present system answered.

The work of developing primary education on the existing basis would be slow, but need not be either incomplete in its means or inefficient in its results. There are two objections alleged against making any such attempt, to which I beg leave to make answer. The difficulty of finding funds for the support of the schools as far as they go at present, is said to prove that it is useless to expect to extend them by enlarging the subscription lists. The finances of schools

I. Insufficiency of voluntary funds.

cannot be managed certainly without serious cost to somebody, but an observation of all the balance sheets of schools which have passed through my hands in the past year discloses the unexpected fact that more than half of them have an even, or indeed in many cases, a favourable balance. Where the balance is the other way to any great extent it is the result of liabilities accumulating (a far easier process than the accumulation of savings) from year to year, or special expenses for repairs, or sometimes of almost lavish expenditure. At certain times of the year the balance of all schools is low, and for some months there may be a heavy draft on the managers for current expenses; but taking the year about, few Government schools are burdened with debt, and schools not under Government have not half developed the resources at their command. It is not unreasonable therefore to affirm that the fund of private subscriptions is not yet exhausted, nor to add that under any successful system of compulsory attendance, which would alone necessitate increased outlay, it would be little more heavily drawn upon than at present; inasmuch as the expenses of a school do not increase in direct proportion to its size, and that very large schools are almost self-supporting.

Favourable balance of most school accounts.

Extension of present system possible without a proportionate increase of voluntary subscribers.

It is also said that no extension of the present system can be made because of the clergy, who, as is said, have lost the confidence of the people by their intolerance of religious differences, by their unfair use of the school for purposes of proselytism, by their exclusion of others from the management for the sake of greater influence to themselves. This objection would be reasonable if the clergy or ministers of religion had any prescriptive right to the founding and management of schools; if they supported them only for their co-religionists; if they did not respect and in many cases give a legal guarantee for respecting conscientious differences of religious opinion. But none of these things are so. Laymen have as much power and right to found and manage schools as clergymen, and cases have been known where they have done so. The schools of St. Mark, in Nottingham, for which the parish has been waiting for 17 years at the hands of the clergyman, are now the work of two public spirited laymen of the town. But such work as this and that which Mr. Picken, of Ollerton, a name never mentioned without profound respect in the diocese of Lincoln, engaged in till the time of his death, is singularly rare. The clergy have stood in a gap which no one else would fill, but they do not claim a right to, nor have they the disposition to debar others from sharing, the honours and labours of the post. And those who after having through their own back-

II. The obstructive attitude of the clergy.

Laymen's right to found and manage schools neglected by them.

Their place taken by the clergy, but not obstructively or illiberally.

wardness allowed the clergy to take so prominent a part in educational affairs, are dissatisfied with their honourable pledge to respect the consciences of those who resort to their schools, either very much exaggerate the hardships that pledge is intended to avert, or conceal beneath a specious regard for religious differences motives which it would be impolitic to avow.

Conclusion. Subsidence of the religious difficulty.

It is said that the religious difficulty is ceasing to be regarded as a serious one. It would be well indeed if this means that people are coming to understand that practically it does not exist, which is the truth, rather than that supposing it does exist they are determined it shall be violently overcome. The knot is not so tight as to need the sword.

The pecuniary difficulty.

The pecuniary difficulty, which is a far more real cause of the deficiency of education, can be solved in more ways than one: but that solution which is the base of our present system can scarcely have more disadvantages than a general rate, which, whilst it lays the burden on the shoulders of all classes, would give the benefit only to one, and that one in the case of most of its members as their school payments of half a million per annum show, very well able to do without it; and which would substitute for a management, constant, self-sacrificing, and judicious, that of men whose chief duty would often be mischievous economy.

Disadvantages of a general education rate.

I have the honour to be, &c.

CAPEL SEWELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector,* Rev. T. W. SHARPE, *on the* CHURCH OF ENGLAND SCHOOLS, *inspected by him in the County of* SURREY.

MY LORDS,

I HAVE the honour to forward my report for the year ending August 31, 1869, on Church of England schools inspected by me in South London and Surrey.

Increase of schools and teachers.

There has been a steady increase since my last report in the number of departments and teachers employed in the district, but not to an extent commensurate with the rapid extension of building on the south side of the Thames. Possibly the uncertain condition of the educational question, and the inability of the Surrey Church Association to carry out their work in South London adequately, contributed to this. The number of separate departments has increased from 258 to 279, and of certificated teachers from 268 to 292. I am glad to say that the number of assistant teachers has declined from 50 to 44, while the number of pupil-teachers has increased from 261 to 371. This large increase of pupil-teachers is partly caused by the diminution in the number of assistant teachers. I have always been anxious to impress upon managers the superiority of a staff of pupil-teachers.

Increase of pupil-teachers.

(1.) Because assistants are, with a few exceptions, the lowest of the large class of ex-pupil-teachers.

(2.) Because even when a good assistant is procured a staff of three pupil-teachers, costing no more than one assistant, is a much more effectual aid to the master in preserving discipline.

The objection on the score of wages has been met by a judicious advance in the pay of the last two years of apprenticeship, not equivalent to, but competing at a fair interval with the ordinary rate of wages.

Statistics of attendance.

The accommodation in buildings at eight square feet per child has risen from 37,000 to 42,000; the average number in attendance from 24,000 to 29,000; the number present at inspection from 28,000 to 33,000. It is evident that the average attendance, and with it the number of children qualified by good attendance for examination, are steadily gaining ground upon the numbers under instruction. The increase of satisfactory attendance is as great as the total increase of scholars, viz., 5,000 in each case.

Greater regularity of attendance.

Causes of irregularity.

There are upon the registers of the schools 40,000 children. This would show that one-fourth of a school is absent on any given day. On comparison with a school of a similar

class, where free instruction is given to all that attend regularly, I found that here only one-eighth was absent. This would seem to show that one eighth-part of the children is absent on any given day without due reason. The due causes of absence are quite sufficient to discourage teachers; *e.g.*, infants and delicate children being detained by wet and wintry weather, and the need of older girls as nursemaids, without the evils of apathy and truancy being added. These are evils that a gentle system of compulsion would at once remedy.

Faults of present system of examination.

It appears that of 33,000 children present at inspection 4,000 had been specially called up for examination, or one-seventh of the whole number then at school, between one-fifth and one-sixth of the total number eligible for examination. In the poorer and more migratory parts of London this is a serious inconvenience to the teachers, and often a serious loss to very poor schools. These 4,000 have to be gathered not only from the immediate neighbourhood, but often from a considerable distance. In one part of Battersea the managers found it necessary to request that their inspection might be changed from winter to the early autumn, before the summer tide of labourers had ebbed back into London.

Of 33,000 present at inspection only 22,000, or two-thirds, had attended at their own school 200 times, or sufficient to qualify themselves for examination. If from these 22,000 we deduct the 4,000 specially called up for examination, it seems that very little more than half of the children actually attending school in my district are at any given time eligible for the grant. I venture to suggest that a system of examination which provides only for the examination of three-fifths of the school is necessarily defective, and especially defective where the fullest information is needed and the largest grant required, *i.e.*, in schools attended by the poorest class. I have for some time been of opinion that every child in the school should be examined. I cannot see that without such an examination an inspector can ascertain with any accuracy whether the children are properly classified. Any instance of packing the school for examination could be readily detected by a comparison with the averages of previous weeks.

Every child should be examined individually.

A simple rule might be applied that every child that had attended half a year or upwards since its last examination at any school should be examined in a higher standard; but that any child that had attended less than half a year might be examined with its own class in the same standard as before, provided the inspector pronounced the school not defective in

point of classification. The examination lists would be simple copies of the different classes according to the registers.

Of the number examined 92 per cent. passed in reading, 87 in writing, 83 in arithmetic. This shows a slight decline in reading and writing, but in arithmetic there is an improvement of two per cent. I consider an improvement in arithmetic one of the surest signs of accurate individual teaching. These numbers show only the passable children. Result of examination.

There are certain defects of teaching that still exist to disgust an examiner, though not carried to their former length. Faults of teaching.

1st. Reading lessons in the lower standards are often learnt by rote, from deficiency of matter in the reading books. In the upper the reading is often dull and lifeless from the uninteresting nature of the matter. The 5th Standard reading is especially monotonous from the absurd pieces selected.

2nd. Writing is in very few cases sufficiently large. When large enough the child can readily see its own defects. Many children write better as infants, so far as shaping the letters goes, than they are ever likely to do again.

3rd. In arithmetic the upper classes are taught too much by the black board, and not by manuals; this causes great waste of time. In many cases simple problems are hardly attempted. It would be far more profitable to give less time to sums requiring a great number of figures and more complicated processes, and more to easy practical problems.

I should be very glad to see the afternoon hours limited to one and a half. Four hours a day are quite sufficient time for children of tender age to be under instruction. In large schools it is especially desirable that the teachers should have spare hours for revising home work and for teaching their pupil-teachers and night scholars. If for the present five or five and a half hours per day could be substituted four hours only in the day school, the evening school work and the evening studies of the teacher would become more vigorous. I should like to see the upper class or classes of the morning school, when it was possible, assemble in the evening for special teaching of a higher description. School hours.

Infant schools have a cheerful way of evading the difficulty; they employ nearly the whole of the last half hour of instruction in preparing to go home. It is true they are singing or repeating the multiplication table during the process of putting on their out-door clothing; but it is, after all, only an evasion of a rule, though an evasion openly stated in the time-table of the school, and done with a good motive.

Evening schools have been, according to my former experience, capriciously attended. The best attendance is always Evening schools.

found where there is a good staff of voluntary teachers. In fact the staff is the great difficulty in all evening schools. There is often as accurate classification needed for them as for day schools, though the numbers may be only one-sixth.

In suburban districts, with the demand made upon the brain by the daily excitement of business, it is very hard to procure any voluntary teachers. I have come to the conclusion that the only way to make evening schools really effective is to shorten the day-school hours, and when it is possible transfer part of the day-school work to the evening. There are only four really successful night schools under my inspection, *i.e.*, schools where the certificated teacher takes part in the evening instruction.

There are others taught by voluntary teachers entirely of which I know nothing. Besides these there are about 50 others of varying success, the attendance varying from 10 to 30.

Short Time Act.

I have as yet found only one instance of children attending school in my district under the new Short Time Act. The paper and other mills along the course of the river Wandle must contain children that would come under the operation of the Act; but I cannot find that the Act is known, and, if its provisions were known, that there would be any one to enforce them.

Denison's Act.

I find an equal laxity on the part of poor-law guardians and their officers in seeing that the children of those receiving out-door relief are sent to school and paid for while attending them. I cannot see that there would be any difficulty in the parent being required to produce at each time of receiving relief a certificate of the child having attended school the previous week.

Additional schools under inspection.

New school buildings have been erected in Battersea (St. John's) district, including, with the last additions, three departments. A mixed school on Putney Common, a very rough district; a group of schools in Vauxhall (St. Peter's), not yet inspected; a considerable addition to Southwark (St. Peter's); a group of schools in Camberwell (Emmanuel) district; two large and handsome rooms at Mortlake, to replace old buildings; a new boys' school at Richmond (St. John's), to replace old buildings; an infant school on Battersea Rise; two large infant schools attached to Queen Elizabeth Grammar School, Horselydown; a mixed girls' and infants' school in Battersea fields; a very large and handsome group of schools in Lambeth (St. Andrew's), containing five departments, two upper and two lower boys' and girls' schools, and an infant school; upper school for boys and girls at Reigate (St. Mark's).

Besides the erection of these buildings infant schools have been opened in Wandsworth (St. Anne's) and Battersea (St. George's), and a small dame's school in Walworth (All Saints).

The village schools of Hascombe, Thursley, Milford, Capel, Burstow, Walton-on-the-Hill, and Merton have placed themselves under inspection.

There are still 33 villages in my district having no schools under inspection. Village parishes.

4	out of	15	in the census district of	Epsom.
7	„	16	„ „	Hambledon.
2	„	8	„ „	Dorking.
6	„	16	„ „	Reigate.
11	„	14	„ „	Godstow.
3	„	11	„ „	Croydon.

Of these uninspected schools 21 contain a population over 500, and the following contain a population over 1,000:—*Chiddingfold, Betchworth, Charlwood, Horley, Bletchingley, Limpsfield, and Oxted. The rural deans of Surrey are evenly divided as to the benefit of inspection.

I have to the best of my ability collected information as to the number of children under instruction in Church of England Schools for the purpose of comparison with the returns laid before Parliament in the Blue Book entitled "Parishes Return," which I have abbreviated P. R. Of the state of the uninspected schools I of course know nothing, having been sufficiently occupied with the inspection of schools receiving annual grants. But it would be wrong to infer in these cases, as may be reasonably inferred in poor villages, that the schools are necessarily conducted by inefficient persons and are doing no efficient work. They are not inspected because the amount of their endowments precludes them by the rules of the Code from receiving annual grants, but in several cases, with which I am acquainted, certificated teachers are employed. It is reasonable to suppose that they need only the annual stimulus of examination to bring them up to the level of good inspected schools. Town parishes.

Christ Church (Blackfriars), population 17,000; in uninspected schools 700; in P. R. 0. Statistics.

St. Saviour's (Southwark), population 19,000; has in inspected and uninspected schools 950; in P. R. 218.

St. John's, St. Olave's, and St. Thomas', Horselydown, population 19,000, are amply provided for as far as regards their boys by Queen Elizabeth's Grammar School, which maintains for the poor of these parishes an excellent com-

* Now placed under inspection.

mercial school, an ordinary national school, and two large infant schools.

The girls are taught in the infant schools; after infant age they are transferred to distinct girls' schools with separate endowments; of these schools I know nothing.

Summary of Bermondsey.

Bermondsey, St. Mary.—Population 58,000, probably now 80,000; has by P. R. 2,408 in attendance. Of the four districts, St. Mary's, St. James', St. Paul's, Christ Church, only one, viz., St. Paul's, has been even fairly provided for.

St. Mary's district, population 23,000, has in attendance 1,350, including Baron's Free School (uninspected). Another building to contain 400 has just been built, and a site for schools to hold 700 more has been bought at an outlay of 1,000*l.* When this last group of buildings is erected there will be provided for the population of 23,000 accommodation for 2,400, besides smaller schools for ragged children. The defective accommodation that has hitherto existed in the district is in no way to be attributed to the rector or his lay colleagues. He states that the two greatest difficulties they have had to encounter are the extravagant estimates of architects and the cost of sites. In one case the site cost 500*l.*, the actual building 600*l.* He states also that a considerable number of the children of his parish are of the ragged class. He is of opinion that it is of no use to erect large buildings for these; that free schools of the character to be successful should be placed as near as possible to the courts and alleys from which the children are to be drawn; that a female teacher in a cheerful fair-sized room would attract 60 or 70 of these children, where all systems of compulsion or more elaborate apparatus of teaching would fail. From his long experience of this class, both in Lambeth and Bermondsey, his opinion on this point is of great weight.

St. James'.—Population 23,000 at the last census, and probably now exceeding 30,000; has never had an infant school, and only two rooms capable of holding about 400 children. This is the worst case of educational destitution in my district, and unfortunately this state of things has existed for a considerable number of years and seems likely to continue. The voluntary system of providing schools could scarcely be expected to act in a parish without any unity of action and without a recognized head.

The Surrey Church Association will provide for the wants of a portion of the district, population about 7,000.

Christ Church.—Population 8,000; has two tolerable rooms containing barely 300 children, and no infant room.

St. Paul's.—Population 9,000; has fair accommodation for boys, ample for girls, deficient for infants.

In the whole of St. Mary's parish, population 80,000, there are only two inspected Church infant schools, properly named, and those two are overcrowded.

Southwark (St. George the Martyr).—Population 55,000. Contains five sets of inspected Church Schools, St. George's (Borough Road), and St. Mary's (Old Kent Road) for the artizan class chiefly; St. Jude's for the ordinary labouring class, St. Paul's and St. Stephen's for the lowest class. In this neighbourhood the denominational difficulty, if it is a difficulty, might be expected to be felt as much as in any district. But I have not yet found that the difficulty exists in the day schools. It is more felt in the Sunday schools, which promise annual treats for a certain number of attendances. It is sometimes found that children trade upon the religious competition by endeavouring to qualify themselves for more than one school treat by attendance at two or three schools. Southwark

Newington (St. Mary's).—Population 82,000; attendance according to P. R. 2,500; contains four sets of Church schools,—St. Mary's and Trinity for the artizan class chiefly; St. John's for the higher labouring class, St. Peter's for the lower labouring class. St. John's district has a second school for the lower class already in operation. St. Paul's will soon have a group opened. There is a large district in this parish between the Walworth and Kent Roads very poorly supplied with school accommodation. Newington.

Lambeth (St. Mary).—Population 160,000; attendance, according to P. R., 2,051. Lambeth.

St. Mary's district.—Population 21,000; has in the parochial and ragged schools about 1,400 children. The name "ragged" is a misnomer; the scholars pay 1*d.* per week. The infant school is totally inadequate for the wants of the neighbourhood.

St. Philip's.—Population 6,000, and Emmanuel district, population 4,000, have no Church schools. The difficulty of procuring a site is stated to be insurmountable.

St. Thomas', population 10,000, has two very large rooms for boys and girls, imperfectly filled, and a small infant room.

St. Mary-the-Less and St. Peter's.—Population 12,000, contain four groups of schools. There is no part of my district better supplied with the means of education for all classes of the poor.

St. John's (Waterloo Road) has large boys' and girls' schools, very fairly filled; a small infant room, adjoining, is hired from year to year at a heavy rent.

All Saint's (Lower Marsh) has two good rooms, but no infant school. In cases of this nature where the boys are so

young, it is better to form a good infant school, and to admit into the girls' school boys to the age of 9 or 10.

St. Andrew's district now possesses the five handsome rooms mentioned in a former part of this report.

Kennington (St. Mark's).—Population 26,000: has three groups of schools. Two of them are good buildings, except the infant rooms; the third, in Regency Square, is totally inadequate to the wants of the neighbourhood.

Camberwell. *Camberwell.*—St. George's is very deficient in accommodation. Population 28,000; attendance 530. The lease of the present buildings terminates in 1871, when the managers hope to erect much larger buildings.

St. Giles', or Green Coat School, are very poor buildings, and quite inadequate to the wants of the neighbourhood.

Camden Chapel district can provide well for its own poor, but eastward of this parish and St. George's there is a large district without any means of schooling.

St. Mary's, Peckham, has not proper accommodation for the large new population that has suddenly sprung up there.

Rotherhithe. *Rotherhithe.*—Christ Church district has as yet no boys' school. All Saints no schools at all. The other parts of the parish are very fairly supplied.

The other suburban parts of my district are very fairly supplied with schools, except St. George's, Battersea fields. I suppose that they are very fairly supplied as I do not find the rooms overcrowded.

Summary. It will be seen that the greatest want is of good infant rooms; that the chief difficulty occurs at the outset, the procuring any kind of site, and the large price required for even a moderate site; that schools would multiply rapidly if this difficulty could be met by a more liberal contribution from public funds to the original cost of site in populous parishes, as distinct from the building grant proper; that the voluntary system, as applied to parishes, where the clergyman is apathetic or unfitted either by want of moral influence or by the depression of narrow means to give the proper tone to charitable works, must necessarily lose ground. The voluntary societies, specially provided to meet the urgent necessities of poorer places, rely chiefly for their statistics of destitution upon the very persons most interested in suppressing or making the best of their case.

Deficiency of schools. Are the children of the poor fairly provided for in church schools? The true answer I believe to be, that the children of the respectable poor are very fairly provided for in almost every neighbourhood, by respectable poor I mean such children as would come to school without having to be specially invited to come; but in the densest parts of large

towns the less respectable poor, *i.e.*, those that require special inducements to tempt them to school, have been mainly abandoned to ragged schools. As an example of this, I may instance that large irregular quadrangle of streets, bounded by the Borough, Borough Road, Blackfriars Road, and Southwark Street, which is inhabited by a dense population, and has never had the benefit of an inspected school.

Exclusion of poorer children.

The rule of the Committee of Council defining within what limit of circumstances of parents a child should be considered eligible for the grant, viz., the possibility of paying 9*d.* a week in school wages, has indirectly tended to exclude the poorer in neighbourhoods of deficient school accommodation. So long as the managers could fill their schools with children of the poor according to this definition, they protected themselves from the possibility of loss by selecting the best payers. In some cases the right principle has been carried out, of beginning with the poorest, and establishing, not a ragged school, but a decent inspected school. That this is not unattended with serious loss, I may instance a case of a school attended by 200 children at 1*d.* per week, which should have produced nearly 40*l.* in school pence during the year, whereas owing to the indifference or poverty of the parents, only 8*l.* was actually paid. The deficiency which could not have occurred with a better paying class of children, had to be met by increased subscriptions, in order to prevent a reduction in the Government grant.

Variation in size of parishes.

The varying size of parishes has been another difficulty in the way of providing the proper number of schools. It has often been suggested that neighbouring parishes should unite, and no doubt there are several considerations, viz., economy, symmetry, &c., to recommend it, but the one consideration of the personal interest taken by the clergy and laity of the common family, the parish, has almost invariably prevented such an application of the voluntary system to Church of England schools. The result has been, that in parishes requiring only one group of schools, *i.e.*, with a population of 3,000, there has never been any difficulty. But in the large City parishes, the managers have, with very few exceptions, been obliged, either to content themselves with one group of schools, from which, as I have shown, the poorest may in time be extruded, or to provide one group of schools for the higher class of working people and a ragged school for the remainder.

Large parishes.

There are only four large parishes in which two sets of inspected schools are maintained at different rates of payment, viz., Vauxhall (St. Peter's) and Lambeth (St. Mary-the-Less), containing four groups of schools, school fees varying from a

nominal 1*d.* to 1*s.* 6*d.* per week. Lambeth (St. Andrew's) with two upper and two lower departments for boys and girls. Rotherhithe (St. Mary's) and Kennington (St. Mark's), with three groups of schools of varying payment.

Instruction required for poorest scholars.

I wish to speak with all respect of the efforts made by promoters of ragged schools, and I believe the Sunday work of the voluntary teachers to be very valuable, but I should suppose that these benevolent committees would not rate very highly the amount of secular instruction given on week days. At the same time the system of standards of examination, which now form the basis of instruction in the elementary subjects, is not suited to the school-stay of the poorest children. It appears that if a child goes to school at all, he will be found there between the age of eight and nine. Six per cent. appear at that age for the first time in public primary schools. On the whole, between the ages of seven and ten, the attendance is regular, and it is only up to that age that we can count upon having the children of labouring people under instruction.

Better standards of examination.

Three standards of annual examination should be provided as determining the basis of instruction, which should include such portion of elementary teaching as would be of practical utility to the scholar, and also prevent any subsequent difficulties which entire ignorance of simple things might throw in his way of self improvement. I refer here chiefly to the introduction of sums in money and the habit of writing on paper.

It is ascertained that a large per-centage of our scholars leave school without having been initiated into either, except some fitful mental arithmetic, and filling two or three copy-books.

I should prefer the abandonment of individual examination before the age of seven, and that immediately after that age instead of long sums in abstract numbers, shorter sums in addition of money should be introduced. I believe, that the teaching of simple abstract and simple concrete sums should go together, and that the higher abstract teaching of the third standard, in which so many break down, should be deferred to a subsequent year. In this way, before the age of 10, a child would be sure to acquire a much greater amount of practical knowledge, and would not be burdened with unsuitable teaching.

I would also introduce transcription on paper simultaneously with transcription on slates, to secure familiarity with pen and ink. There are few more foolish or more common economies in schools, than economy of paper.

——	1st Standard.	2nd Standard.	3rd Standard.
Reading -	Not less than 300 pages of easy reading books.	Not less than 500 pages of more advanced books.	An easy history of England, and book of travels, or natural history.
Writing -	To write a copy on paper in presence of inspector.	To write on paper from dictation three or four easy "simple" sentences.	To write on paper an easy passage from reading book.
Arithmetic	Easy sums in addition and subtraction, including easy addition and subtraction of money.	More advanced sums in addition, subtraction, multiplication and division by one figure, including money.	The ordinary fourth Standard work.

These standards are suggested for the three annual examinations that nearly all our scholars undergo or should undergo between the ages of seven and ten.

Religious knowledge.

I am glad to be able to report a steady progress in the intelligence with which scriptural and moral teaching are adapted to the ages and capabilities of the scholars. The following course of instruction is almost universally adopted. The most interesting stories are narrated with especial reference to the Saviour, with the help of pictures to the infants,—with an easy book, such as Line upon Line, to the older. As soon as they can read with a fair degree of intelligence, the life of the Saviour is read, either according to the Sunday gospels, or with especial reference to the miracles or parables, or according to some simple harmony.

Some portion of Old Testament history, centering in some character, is also studied.

The Catechism is also becoming, as in the days of Elizabeth, a practical summary of faith and duty, instead of a mechanical repetition. Of course there will be occasionally absurdities in the teaching, especially with young pupil-teachers, and it would be easy for an inspector to select absurd answers occasionally given, but I rarely find that a simple straightforward question on the facts and teaching of Scripture fails to elicit a simple sensible answer from some member of the class, generally from the majority.

Conscience clause.

The necessity of a conscience clause is scarcely felt in the greater part of my district. Every child, whose parents have conscientious objections to Church teaching, can find

other schools within easy distance. At the same time I do not think that any strenuous opposition would be raised to a moderate conscience clause that would secure "liberty of teaching" on the part of the manager, and "liberty of withdrawing" on the part of the parents. I should say that scarcely any manager of schools have ever read any form of conscience clause. The chief fear on their part is that it might be worked for political purposes.

Extra subjects of instruction.

There has been a decided improvement in the knowledge of geography and grammar under the stimulus of the additional grant, both in the quantity and accuracy of the knowledge. A few of the poorest schools have abandoned the attempt to earn this grant, being unable to comply with the other conditions. I do not like the principle of recognising geography, grammar, and history, as extra subjects. I have always regarded them as part of the ordinary school work. I hope to see music taught theoretically once more as *the* extra subject, instead of by ear solely, as at present.

Apparatus.

The expenditure per head on this item is rather lower than it was two years ago. I think that there is quite as liberal a supply; but that the greater durability of the apparatus for the last two years, especially as regards metal edges of books has proved to be economical. Great improvements have been made in atlases and small copy-book maps. A small book, with excellent maps of the British isles, the British colonies, and the divisions of the globe, can be had for 6*d.*; a good atlas of the same for 3*s.* 6*d.*

Log-books.

More minute regulation should be issued as to the facts to be especially noted. Besides the ordinary events of the particular school, observations on subjects varying each year might be suggested. I need not say, that a summary of such observation, proceeding from 18,000 experts would prove very valuable. Log-books are at present almost useless for any but the merest technical routine.

A thermometer should also be kept in every school.

Managers.

No fault can be found with the liberality of managers, but beyond this there are very few, except the clergyman of the parish, who take the trouble to make themselves acquainted with their own duties or the condition of the school.

For want of some communication between the Committee of Council and themselves very often a considerable change in the Code may not be known for several months to the school affected. There is little demand and no profit upon the sale of the Code; many of the schools have only one communication annually from the inspector to announce his visit, and another from the office to announce the results.

The inspector is often the first to announce and explain a regulation that should have been in force for months. A direct pecuniary change in the value of the grant is known at once. But it seems to be thought that any change in the conditions on which the grant is based may be left unnoticed till the inspector's visit. I have found scarcely a single school in which teachers had noticed the beneficial addition to the Code prescribing a successive course of instruction for pupil-teachers in the act of teaching. Indentures are not read through with sufficient care, and young persons are frequently engaged as assistant-teachers who are not duly qualified in consequence of not having completed their apprenticeship under some careless misapprehension.

Teachers.

I can see that the better teachers are more satisfied with their positions than at any time since the passing of the Revised Code. The opening of the smaller endowed schools, when a commercial education is chiefly wanted, to others than graduates of the older universities promises to be a great incentive to the more intelligent and industrious. It also relieves the more ambitious from the depression incidental to the monotony of a life spent in the lower walks of teaching. The University of London is doing good service to the body of teachers by its examination for degrees, and by keeping up the standard of its degrees. A schoolmaster, who has had two years training at a good normal school, and has shewn subsequent industry and increased acquirements by obtaining a degree at the London University, and science certificates as well, is a far better candidate for a third grade school than a man who has taken an inferior position in one of the objects of study at the older universities. The salaries of teachers also are sure to rise as the middle and lower classes become accustomed to sacrificing a larger part of their incomes to the education of their children.

I have the honour to be, &c.

T. W. SHARPE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. R. TEMPLE, M.A., *on the* CHURCH OF ENGLAND SCHOOLS, *inspected by him in* SHROPSHIRE, *and the neighbouring Counties of* MONTGOMERY, DENBIGH, FLINT, CHESTER, STAFFORD, WORCESTER, *and* HEREFORD.

MY LORDS, September, 1869.

I HAVE the honour to present to your Lordships my General Report for the past twelve months.

Contrast of present and former districts.

The work of inspection has always been to me very interesting and pleasant, but the labours of the last twelve months have, I think, interested me more than those of any previous year; since my present district differs in many respects from those which I have heretofore inspected, and offers to me fresh objects of experience, observation, and reflection.

Statement of this contrast will make the subject of report clear.

I can, perhaps, best put before your Lordships the results of my work in Shropshire, by dwelling a little on the contrast which it affords, to my former districts of Yorkshire, Lancashire, and Cheshire.

Shropshire agricultural.

In the first place Shropshire is, with the exception of a very small district of ironworks, almost exclusively agricultural, whereas its more northern neighbours are, to a great extent, manufacturing.

Intelligence of country children underrated.

By keeping this difference in mind I have been able to satisfy myself, with considerable confidence of the correctness of my opinion, that the intelligence of country children and the peasant class is commonly underrated.

Country children equal or superior to town children.

I should say that in all the ordinary routine work of a school the young Salopians are at least equal to their contemporaries of the banks of the Ouse, the Mersey, and the Dee, while in the power of understanding what they read, when any of the common objects of nature or of domestic life are concerned they are decidedly superior.

Causes of difference.

This superiority is, of course, to be traced to the wider range of observation of nature, which a country child possesses, and to the knowledge of cottage economy which a peasant lass has and a factory girl has not.

Difference of race.

Again, there is, I am certain, a difference of race and blood, which is not without its effects upon schools and children.

Mixture of blood beneficial.

The great mixture of Welsh and English blood in West Shropshire and along the marches, produces a quicker and more lively spirit than I have found where there is greater uniformity of origin.

In two points the effects of this mixture of Welsh blood are very evident. Effects of it.

First in reading and speaking.

The natives of the Welsh border have lost all Welsh accent, but have preserved the clear and sweet Welsh intonation, so that the language of this district approaches far more nearly to that of educated ladies and gentlemen, than that of any other part of England that I know. Purity of language.

Secondly in manners.

The peasantry of Shropshire and Montgomeryshire are naturally gentle and respectful, so that the children bring their good manners with them to school home-made, instead of having to learn them at school as one of the fine arts, as foreign to the born northerner as painting or sculpture. Natural politeness.

This purity of accent and this natural civility of the children in my present district do, I am convinced, give the teachers a great advantage at starting, as much of the work of education consists, in many districts, in undoing the bad habits of home language and manner, and these obstacles are hardly present with us. These are great advantages.

Indeed, I am often amused at finding Shropshire children under a north country master, endeavouring to reproduce with great effort and conscious pride some horrible asperity of accent entirely new to their native experience, as Frank, in Miss Edgeworth's story, tried to eat bread and cheese like the ploughboy. Children often speak better than teachers.

I have dwelt upon these points of contrast because the very good capacity and naturally pleasant manner of my Shropshire scholars make me regret the more that my present district derives far less benefit from inspection and educational grants than Cheshire obtained. Aided schools fewer in Salop than in Cheshire.

Without troubling your Lordships with long rows of figures, I can give you a simple proof of the truth of this statement. Proof of this.

The Education Bill, which the Duke of Marlborough introduced in 1867, contained a clause giving grants, under certain conditions, to country schools under uncertificated teachers. Effect of giving grants to schools under uncertificated teachers in Cheshire.

When I saw this clause I looked at my Cheshire list of schools and at the county map, and found that I should have scarcely any increase of work, as almost every parish in Cheshire had a school under a certificated teacher.

When I moved into Shropshire last year I again compared list and map, and found that such a clause would nearly double my work there as scarcely more than half of the parishes of Salop have schools under inspection. In Shropshire.

Cause of educational contrast between Shropshire and Cheshire.

This contrast, of course, struck me much, and I have given a good deal of thought and observation to the discovery of the cause of it.

Not just to say that Shropshire clergy and gentry neglect duty.

It would, no doubt, be very easy to solve the question off-hand, by saying, "The clergy and gentry of Cheshire do "their duty and those of Shropshire neglect it," but I do not think that this conclusion would be just.

Though true that Cheshire is educationally munificent.

The Cheshire clergy and magnates certainly are a pattern to all England for the extent and success of their educational efforts; but the real cause of the contrast lies in the difference between the social and ecclesiastical conditions of the two counties.

Real causes of contrast.

1st. Social and industrial.

2nd. Ecclesiastical.

Cheshire is, to a great extent, manufacturing, with dense populations that supply any number of scholars; and the country parishes in that county are large, so that there are generally children enough in each parish to fill a good school in the chief village; while the people of Shropshire are almost all agricultural, and the parishes, especially in the south of the county, are very small, so that there are not children enough in any one parish to maintain a certificated teacher.

Cure of this evil—Union of parishes.

Generally impossible under present system.

The apparent cure for this is, of course, the union of several parishes to support a school; but a pretty long experience has taught me that the practical difficulties (which I need not detail) in the way of union of parishes are so great that as long as what is called the "Denominational System" exists, all general arrangements with regard to Church education must be made upon the basis of "every parish its own school," however great be the waste of money and labour thereby necessitated.

Everyparish will have its school.

Better scheme of grants for country schools needed.

I am compelled, therefore, to say that some plan by which grants may be obtained, under proper conditions of inspection and regulation, by schools under uncertificated teachers, is required, if my present district is ever to receive under the present "*system*" its fair share of grants *towards which it contributes its due share of taxes.*

Can such schools deserve grants?

I have, too, in my present district, very considerable means of judging whether such schools could be so taught as to deserve some grant, or whether grants given to them would be simply money thrown away upon seminaries of ignorance and disorder.

Simple inspection schools.

In Cheshire, the schools under *simple inspection, i.e.*, the schools under uncertificated teachers, which I inspected, were so few that I hardly needed to take them into account in my reports. In Shropshire, on the contrary, they form a considerable and not unimportant part of the field of my labours.

I am able, therefore, to give this year an opinion with regard to these schools which the experience of no previous year has enabled me to form, and, I confess, it appears to me that there are a good many schools of small size, under uncertificated teachers (generally women) of natural aptitude for their work which do deserve grants.

Numerous, and observed by me this year.

May deserve grants.

But, it may be said, if these schools are working well without grants, why spend public money upon them?

What good would grants do them?

I venture to reply—

Answers—

1st. That while many of the uncertificated teachers that I see are working well, yet that in almost all their schools I believe the definite working for grants would give a steadiness, order, and method which they have not attained to at present.

1st. Improvement of schools themselves.

2nd. That a large number of schools would be then under inspection and become good which are now neglected and backward.

2nd. And of schools not now inspected.

3rd. A strong sense of injustice (based perhaps upon reality) would be cured in those poor parishes which, as far as Her Majesty's Inspectors of schools and grants go, are at present "remote, unfriended, melancholy, slow."

Sense of injustice removed.

I must repeat a saving clause which I have inserted in former reports, viz., that I make all my suggestions subject to the primary conditions of national economy and solvency. It is my duty to point out, as a faithful under servant, what is needed if the master can afford it. It is for your Lordships and the Treasury as stewards to say whether he can afford it. Nobody is more strongly convinced than I am that economy is the first public (as well as private) duty, and that it would be most fatal to give to Inspectors or any other servants the power of loosing the purse-strings at will.

Economy to be considered.

Subject to this essential consideration of economy, I venture to urge upon your Lordships that help is greatly needed by the small country parishes, and that it would change the educational aspect of Shropshire to a very great and very satisfactory extent.

Help needed from country parishes.

While I think the Shropshire children bright and clever, I cannot say that the teachers have done full justice to the intelligence of their pupils, for I find that hitherto the instruction has been far too much confined to the routine subjects of the examination schedule.

Instruction in schools too mechanical.

This defect has arisen in a misconception of the object of the Revised Code, and although I have made this point so often my *cheval de bataille* that I hoped I might at last turn it out to grass like the Trojan horse of the session of 1866, yet as the question very seriously affects the schools in my present district, I may perhaps be allowed to mount my

Mistaken ideas about Revised Code.

hobby once again, more especially as one of the wisest and honestest statesmen in England—the Duke of Argyle—fell into the same error on a comparison that he drew between English and Scotch education.

Object of Revised Code.

The truth is that the Revised Code did a most useful work in laying the foundation of an accurate knowledge of reading, writing, and arithmetic (which did not previously exist), upon which the superstructure of wider instruction and cultivated intelligence might safely be built, but it never was intended to prevent the erection of that superstructure, to check knowledge, or to stunt intelligence.

So understood and so worked, the Revised Code has done unmixed good, and every additional year convinces me more and more of the wisdom of its framers, and makes me more determined to protest and fight against any misrepresentation or misconception of it, whether ignorant or wilful. Education before the Revised Code was showy, flashy, and unsubstantial; it had no backbone; it was like the pulpy creatures which, according to Dr. Whewell, may exist in the planet Jupiter.

Intelligence and mechanical accuracy both needed.

Education confined to the mere routine of the examination schedule (*i.e.*, to unintelligent reading, writing, and arithmetic) is a skeleton of dry bones; but education under the Revised Code fairly worked has a strong and solid framework of accurate elementary instruction, clothed with a fair and healthy growth of knowledge and intelligence.

Requirements of good boys' school.

I think it, therefore, useful to my district to say explicitly that I never consider a boys' school really good, unless the first class, at least, can parse a simple sentence, is acquainted with the geography of at least one country, and with some period of English history, can write a sensible exercise in composition, and has gone in arithmetic some way beyond "the standards."

Requirements of good girls' school.

From girls, of course, I do not expect so much, as they, very rightly, spend much time in needlework; but a good first class of girls should know at least one of the above-named subjects.

Use of certificate.

If certificated teachers are to maintain the claims to superiority over their uncertificated brethren, which are so often set forth, they can only do so by proving practically, that a "certificate" means the power of advancing knowledge and developing intelligence.

Names of good schools.

While making these remarks, I wish to name those schools in my present district which have thoroughly satisfied me as regards general knowledge and intelligence:—St. Alkmond's, Shrewsbury, boys'; Market Drayton, girls'; Broseley, boys'; Eaton Constantine; Stokesay; St. George's, Wellington.

There are some schools in Montgomeryshire, equal, if not superior, to these; but they were not inspected till after the close of the year to which this report belongs.

There yet remain a few separate points to which I should like to draw your Lordships' attention. Remaining points.

The arithmetic required from girls for the extra grant, under the Minute of February 1867, seems to me to be too high, as it is the same as that set for boys. Girls' arithmetic too high.

With regard to reading as one of the subjects of examination under the Revised Code, I find an almost universal tendency to confine each class to one book, and even to certain parts of a book; so that the scholars learn the lessons by heart (young memories being very quick and retentive), and the lesson becomes one in repetition, not in reading. Reading lessons often known by heart.

I am frequently told by the teachers that "the children "have not gone beyond the 30th page in that book," and am evidently regarded as violating a sacred constitutional right, when I direct the class to read the 40th page.

It is, too, very amusing to watch the look of blank dismay which comes over a teacher's face when I tell some fluent urchin to shut his book and go on with his lesson by rote, and the scholar, proud of his accomplishment, obeys me.

I have thought a good deal of the best way of checking this practice, which is in fact, though not, I believe, in intention, an imposture. Cure of this practice.

One plan would be to direct the inspectors to take about with them books privately printed, but besides the certainty of these books becoming public in time, I should strongly object to increasing my impedimenta of inspection (already excessive) by the "properties" of a book-hawker.

My method is, wherever I suspect the children of knowing their reading-lessons by heart, to make the first standard read at sight monosyllables taken at random out of any book; the second standard dissyllables, and so on; each child being required to recognize words with the number of syllables corresponding to the number of his standards. In this way I have, I think, quite cured the evil of which I complain. By picking out words at random.

I find, also, that teachers very seldom think of questioning their scholars upon the meaning of the words of the reading lesson or upon its subject matter. Indeed, when I urge upon teachers the importance of this practice, I am frequently met by the answer, which is evidently regarded as closing the question, "Oh! Sir, we never did that at "college." I can only say that if the Normal schools have neglected this exercise, it is high time that the neglect Necessity of making children understand what they read.

ceased; for in my opinion the best single proof of the efficiency of a school is the scholars' power of understanding what they read.

Superiority of such teaching to gallery lessons.

One reading lesson intelligently explained and followed up by careful questioning upon the meaning of the words, with the scholars sitting in an open square and taking places, is worth all the collective lessons ever given since galleries were invented.

Better songs needed for schools.

There is another subject on which the Normal schools might exercise a very beneficial influence, viz., that of school songs.

The songs which teachers fresh from training introduce into their schools are frequently prosaic, vapid, and silly to the last degree. Very lately (*horresco referens*) I heard the multiplication table sung to the tune of the "Blue Bells of Scotland"—a profanation of the blackest hue. Great awkward lads and big shy girls are constantly made to look and feel foolish by being put to sing ditties fit only for infants. I have listened to "The Clock" until I have wished that "time might be no more," and heard of "The Fox" often enough to sicken all Leicestershire.

It would, I think, be easy to introduce songs worth singing, and the best place to begin at is the Normal school.

Practice of keeping scholars back from examination.

There is a custom prevalent in Shropshire upon which I should like to say something, and that is the practice of keeping back from examination scholars who have attended 200 times.

When I first came into my present district I was told again and again, "You will find —— an excellent school. They passed all their scholars at the last inspection." When I came to —— school I found that this reputation had been earned by the simple plan of not presenting any child who was at all doubtful in any subject. Now this is clearly an imposture so far as reputation is concerned.

If a child is very backward it may be wise, for the child's own sake, to keep him from examination at one inspection in order to prepare him better for the next; but it is obvious that if one school presents all its scholars and has 10 failures, and another keeps back 20 scholars and has no failures, the first school is the better of the two.

My cure for this.

I wish the teachers to know that in calculating the relative merits of schools I consider every child kept back to have failed in all the subjects of examination, and that whenever I think the number kept back at all excessive I always say so in my report on the school.

Lastly, I desire to say that I think the girls in my district, whether scholars or pupil-teachers, ought to be taught to knit more than they do. Knitting neglected.

I have now the honour to close my report with the general statement that I consider the scholars in my present district extremely intelligent by nature, the schools which I visit satisfactory, and the education given in them on the whole good; but some measure is urgently required to extend education over the whole of the county of Salop, in which the present system only acts partially and somewhat capriciously. Education in Salop good but partial.

I have the honour to be, &c.

R. TEMPLE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. Canon TINLING, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* MIDDLESEX.

MY LORDS,

I HAVE the honour to lay before your Lordships a brief summary of the manner in which my time has been officially employed during the past year, and a list of the elementary schools examined, with the number of pupil-teachers and candidates for apprenticeship.

SUMMARY of WORK during the year 1869.	Days.
Inspection of normal schools, examination for certificates, revising papers, special paper work, and reports - -	= 142
Examination of elementary schools, collective examination of pupil-teachers and candidates, and special paper work -	= 62
Travelling - - - - - - -	= 6
Vacation and private business - - - -	= 47
Illness - - - - - - -	= 2
Sundays and Saturdays - - - - -	= 104
Christmas Day and Good Friday - - - -	= 2
	365

LIST of INSPECTED SCHOOLS with NUMBERS on the day of EXAMINATION.

	Boys.	Girls.	Infants.
Holloway, St. Mark - - - -	136	113	326
Upper Holloway, St. John's - - -	144	127	183
Holloway, St. James' - - - -	245	152	266
Islington, Holy Trinity - - -	160	92	170
,, St. Mary - - - -	179	129	214
,, St. Paul - - - -	88	69	186
,, St. Bartholomew - - -	—	57	29
,, All Saints - - - -	185	180	147
,, Chapel of Ease - - -	237	190	303
,, St. Thomas - - - -	270	235	303
,, St. Matthew's - - -	105	60	186
,, St. Stephen's - - -	118	98	176
,, St. Michael - - - -	212	122	106
,, St. Jude, elementary - -	165	96	195
,, ,, national - - -	105	125	100
,, St. Peter's - - - -	144	91	133
Chelsea, St. Jude - - - -	81	110	—
,, St. Simon - - - -	—	—	208
,, St. Luke - - - -	487	212	—
,, ,, Onslow Buildings - -	20	76	119
,, ,, Arthur Street - -	4	29	54

—	Boys.	Girls.	Infants.
Chelsea, Park Street Chapel	164	85	136
„ St. Saviour	194	197	156
„ St. Mark's Practising lower school	200	—	—
„ „ „ upper school	210	—	—
„ St. Luke, Markham Street	—	—	261
„ Christ Church	134	112	209
„ Upper, Trinity	199	97	166
St. Thomas, Charterhouse	45	215	120
„ „	268	37	—
	4,479	3,106	4,452
	= Total 12,037		

—	Males.	Females.	Total.
Total number of pupil-teachers and candidates examined in the above schools.	46	107	153

Elementary schools.

I have experienced one difficulty in connexion with the examination of the children in several of these elementary schools which I venture to name to your Lordships, *e.g.*, boys and girls attending school at the age of 9, 10, and 11 years, may be in school for nearly two years before they are examined in the Second Standard; and from this cause they will in all probability never rise to the Upper Standard at all.

It is this hanging down at the bottom of the school, this lingering at doing almost nothing, which appears to me to be one of the great barriers to the advance of elementary education in our poor schools.

Suggestions for doing away with Standard I. in boys' and girls' schools.

I venture to suggest whether it be not practicable, at any rate in groups of schools, *in which there is a school for infants*, that there should be no Standard I. at all in the schools for boys and girls; but that the first payment should be made on behalf of children who pass the Second Standard.

Should this be deemed impracticable I would suggest that in boys' and girls' schools where Standard I. is sanctioned, every such child, boy, or girl, being over eight years of age at the time of passing Standard I., should be required to pass Standard III. at the second annual examination.

It would thus be impossible for children to bring a second grant to a school, and at the same time to remain below Standard III., unless they were under the age of nine years.

Some plan of this character, some plan which refused to recognize results less than Standard III. for a second payment, in boys' or girls' schools, except in a few cases where the age of the children was under nine years, would be of real advantage to the children, and be of very small pecuniary loss to the school managers.

The knowledge required in children to pass Standard I. is not such as to demand a special grant in schools for boys and girls, at any rate where an infant school exists; such an examination is excellent in an infant school, because the preparation for this examination is intermixed daily with gallery lessons of different kinds, and because this preparation leads the infant school teacher amidst much oral instruction to pay attention to accurate reading, to careful writing, and to number, which otherwise she might have partially overlooked.

As long as a period of $2\frac{1}{2}$ years is allowed for boys and girls, who are over the age of infants on admission, to arrive at Standard III., I see no hope of the great body of children ever being presented for examination in the Upper Standards.

I have the honour to be, &c.

E. DOUGLAS TINLING.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. W. WARBURTON, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* HAMPSHIRE *and the* ISLE OF WIGHT.

MY LORDS, Winchester, January 1870.

I MUST preface the observations which I am about to make upon the schools in my district by stating that the basis of my report this year is, locally considered, of a very limited and fragmentary kind. It has reference to a certain group of census districts in Hampshire, a county of no decidedly marked character, for, though chiefly agricultural, it contains some large and dense aggregations of population. A great number of persons are connected with the dockyard establishments at Portsmouth and Southampton, but with this exception there is no particular local industry upon which any large class can be said to depend. Within this accidentally defined area I am again restricted to the schools in connexion with the Church of England, and, with a still narrower limitation, to those Church schools which are in the receipt of annual grants from your Lordships' Committee, for, working without assistance, I have found it impossible to visit within the year more than three or four of the schools on my list for simple inspection. It comes to this, therefore, that I am to report upon a limited number of the schools of one denomination within a boundary line determined chiefly by considerations of locomotive convenience, which schools do not possess for the most part even that amount of mutual relation which is involved in juxta-position, for though in some localities they are crowded together in injurious proximity, they are in others separated by wide tracts of unexplored country. I cannot therefore attempt, as on former occasions, to give unity to my statement by endeavouring to make it a general review of the elementary Church school education of a given county or group of counties.

Limits of district to which Report refers

During the official year last ended your Lordships have granted, on my recommendation, a sum of 7,839*l.* 17*s.* 11*d.* towards the maintenance of 131 day schools, of which several comprise a boys', girls', and infants' department. These schools carry in their registers the names of 21,593 children, and accommodation is provided in them for 23,978, but as they are regularly attended by only 15,338 children, the above sum gives 10*s.* 2½*d.* for each scholar in daily attendance. The total cost per child in these same schools being only 1*l.* 6*s.* 6*d.* per annum, the Government grant is, in this case, considerably more than the one-third which the Royal Com-

Numbers of children and amount of grants.

missioners calculated should be given from the public fund, but it is very slightly in excess of the minimum sum which they recommended the State should contribute towards the education of each scholar in average attendance. In fact, if we deduct the numbers and the grants in behalf of the infants under six years of age, the excess disappears, and the round sum of 10*s.* represents the cost to the State of each day-scholar now being educated in an inspected school in my district. Now, of each 10*s.* grant, 6*s.* are earned by individual passings of the children in the three principal subjects of elementary instruction, each separate claim of 2*s.* 8*d.*—the value of a single pass—demanding that a separate judgment should have been formed and recorded by the Inspector before payment is made.* Assuming then that the byelaws of the Revised Code secure, as they are intended to do, a proper relation between the age of the child and the subjects required for passing, the most captious will hardly deny that six-tenths at least of the money have been given for valuable consideration received, or have failed to bring in the expected return for the outlay.

The remaining 4*s.* per head may be regarded as contributed by the State to aid in securing the continuity of the institutions, the services of teachers of character as well as ability, good discipline, proper accommodation, books, and apparatus, and, in the case of the schools which I inspect, religious instruction, without which aids children might indeed be worked up to pass a required examination, but would be, in my judgment, deprived of the most humanizing influences of education.

It is in respect of the use made of the 4*s.* residuum that so much is necessarily left to the discretion of Her Majesty's Inspectors, and to the good management, conscientiousness, and liberality of the managers of schools. However carefully, and to all appearance exhaustively, regulations may have been framed, it is next to impossible to prevent their being strained to a greater or less degree, by over-anxious or unscrupulous persons, deprived of their proper effect by blundering returns, or practically nullified by small shortcomings and delays to execute undertakings, or to carry out recommended improvements. It appears to me that it is this portion of an Inspector's work on which he is chiefly called upon to report to your Lordships, which I shall now proceed to do.

School buildings.

As an illustration of the evils arising from the present haphazard and irregular distribution of so-called National schools,

* I may here mention that out of every 100 possible "passes" 86·7 were obtained.

I may state that, although accommodation is provided in those under my inspection for one-third more than are attending them, and no less than 8,640 additional children might, if they could only be got to attend, be educated in existing schools with but little additional trouble and expense,—one of the most crying evils met with is the tendency to overcrowd them in particular localities, and especially in the case of schools of reputation, a tendency which has constantly to be struggled with and repressed by the influence of your Inspectors. The least aggravated form of this evil is when it only cramps the classification and prevents proper change of position and exercises in the school by filling up those parts of the area which should be left open, but in some cases it amounts to such a deterioration of the air that instruction is carried on under great difficulties from the inevitable depression of the vital and mental energies of the children. It is unnecessary to say that such cases are reported to the office and commented on to the local authorities with more or less emphasis by the Inspector, but the managers will very likely urge upon him, or, if he is inexorable, upon the office, that the average attendance, as it appears from the registers, is very much lower than the present attendance, that for months in the year the school is only three parts full, or finally, perhaps, that they are raising funds to enlarge the premises, and that it would be a great pity to refuse admission to children who sought it in the meantime. No assistance is to be hoped for in the matter from the personal anxiety of the teachers, for, as a rule, they seem indifferent to the state of the atmosphere in their schoolrooms, and the managers, in more than one instance, have been so candid as to tell me that they congratulated themselves on a change in the date of inspection from summer to winter, because in colder weather the overcrowding and bad ventilation, which they deplored but could not remedy, would be more likely to escape the notice and animadversion of the Inspector.

Desk accommodation.

Closely allied to this evil is the too frequent inadequacy of desk accommodation. It is the best evidence of the value of parallel desks that when there is a limited supply of them, they are generally so overfilled that "copying," involuntary or intentional, becomes the rule, and it is a rare and almost accidental exception when an exercise in dictation or arithmetic is done independently. Even in learning the mechanical art of writing, though here there is less danger of contracting *moral* obliquity, the children get into a cramped and unnatural habit of sitting and working from want of elbow room. I much wish that the Code prescribed a fixed minimum of parallel desk accommodation as well as of school

area, and the more so as its enforcement would check the custom of employing the schoolrooms for purposes other than those for which they were intended.

Attendance. I must here repeat what has almost become the burden of my reports and those of my colleagues, that irregularity of attendance is the bane of our elementary schools, and more than any other cause, places them at a disadvantage as compared with boarding or day schools for children of a higher class. Out of a total of 21,593, the number of scholars in the registers of my schools, and who would be returned in an education census as receiving instruction in them, 12,984 (considerably nearer two-thirds than one-half) have belonged to them only one year and a fraction of another. Monday is generally the fullest day, but if from any cause the Monday is missed, the parents frequently keep the child away from school for the remaining four days, from an unwillingness to pay for a broken week, and so lose the full money's worth of the fee. Very many children, especially the elder and more helpful ones, are sent to school only when there is "nothing better for them to do." The natural indolence of the children, combined with this unnatural indifference of the parents, has hitherto proved too much for all the benevolent expedients which have been tried to get scholars to the schools and keep them there. Your Lordships have made a salutary regulation that no attendance shall be counted towards the 200 qualifying for examination, if it has been of less than two full hours duration, and the classes are now generally as well filled by 10 o'clock as they are likely to be, but I dare say the experience of many of my colleagues will bear me out in saying that in the case of an important minority of the scholars, the first hour's instruction, including the religious lesson, is too frequently lost altogether. Even on the day of examination when, if ever, the children might be supposed to be on good behaviour, the inspection, if it begins at 9 o'clock, is constantly interrupted by children straggling into their places for the first hour, and this appears to create no surprise and to cause but little concern on the part of the teachers or managers of the school.

Religious instruction. This is not perhaps the proper place to enlarge upon the importance of this subject considered in its higher aspects; I must however record my opinion that in many of my schools the religious instruction, if weighed only in the balances of civilizing influences, is the most valuable part of the work done. I am frequently struck with admiration at the excellence of the religious instruction given and its suitableness to the capacities of the children in my best schools. It is

not the less an intellectual exercise, because it has to do with an ethical and doctrinal subject matter, and though it gives a greater prominence to those elements of knowledge which tend chiefly to moral advancement, and are concerned with invisible rewards, yet by pointing out, as all religious instruction worthy the name should do, the wickedness and folly of idleness, the satisfaction of duty done, and the pleasures arising from enlarged capacities and brightened faculties, it supplies the only wholesome stimulus to intellectual exertion, and encourages that love of work which is the first condition of success in secular attainments.

It must be confessed, however, that this implies religious instruction of a kind not often met with in our elementary schools. The clergy are frequently too much occupied to take the lesson themselves, or they feel no capacity for, if not an insuperable repugnance to, teaching the children in these schools, and so bringing to bear upon them the influence of a higher culture. A large proportion even of our certificated teachers rarely get beyond the historical framework of the Bible, or a dry explanation of the words of the formularies, and so their lessons are often altogether deficient in the moral, to say nothing of the Christian element, or they fall into the opposite extreme of preaching to the children in a wordy impractical strain, and from the point of view of an adult, without taking due pains to ascertain whether they are carrying the interest and intelligence of their class along with them, or evoking any intellectual effort on their part.

Difficulty of the examination in religious knowledge.

My own impression is, that in a great number of the least good of my schools certainly, the religious instruction has deteriorated since the introduction of the Revised Code. I should hesitate, however, to speak very decidedly, for it appears to me far more difficult to ascertain, in a limited time, the extent of children's knowledge in this subject than in any other, even without entering upon the further and deeper inquiry whether it is "pure" or "applied." The examination by standards in secular subjects takes up a greater or less time from causes over which the Inspector has no control, the method and system of the teachers and the readiness of the children, &c.,—but the examination in religious knowledge can be made longer or shorter at his discretion. Given therefore a certain number of hours within which the exigencies of other engagements require that the examination must be completed, that portion of it which admits of compression is likely too frequently to come off the worst. The way in which this works is, that though I suppose no Inspector would recommend the payment of the grant without

having satisfied himself that the religious instruction was not neglected, he is practically obliged to be contented with a minimum, and in cases where the managers do not look closely into the matter themselves, and the teacher does not take a proper view of his responsibilities, that minimum becomes the standard for the future. A knowledge of the catechism is a condition of the payment of all grants to schools in connexion with the Church of England, and it is comparatively easy to ascertain, even in a limited time whether the children can repeat and understand it, but the instruction in Holy Scripture is placed at a great disadvantage as compared with secular subjects, in not having gradations of acquirements mapped out for it by authority as they have. So to arrange the matter and sequence of his lessons as to impart a general knowledge of the Bible to the different classes of a school is a very difficult task for the best teacher, and it is equally hard for the examiner, making random casts, to find out how far he has succeeded in doing so. Both managers and teachers have repeatedly told me that they would welcome the promulgation of a graduated scheme for the instruction and examination of schools in Holy Scripture, and it seems highly desirable that if things are to continue on their present footing, Her Majesty's Inspectors of Church schools should collectively draw up such a scheme for the teachers' guidance and their own. I am bound to say, however, that I have heard the opinion expressed on more than one occasion, by clergy as well as by laymen, that there no longer exists any necessity for maintaining the securities for due religious instruction in Church schools on a different footing from that in which they have stood from the first in the dealings of the Committee of Council with the schools belonging to the several dissenting communities; that the Church generally and the managers in particular, are or ought to be able to provide sufficient safeguards against defective instruction in religion, on the one hand by a closer attention to the subject on the part of the clergy, and on the other by a regularly organized and responsible system of diocesan inspection. I cannot, however, agree with the opinion of one of my colleagues, as stated in his last report, that this change could be brought about by simply relieving the present Inspectors of the responsibility of examining in religious knowledge, for I believe that the alteration would involve, as a necessary consequence, the immediate or gradual substitution of a lay for a clerical inspectorate. By the terms of his appointment,*

* See note at the end of this report.

a district Inspector is precluded from having a cure of souls,—and indeed, unless the official demands upon his time and energies were proportionately reduced, no man of ordinary powers could discharge the double duty efficiently,—but should this disability continue in force after the religious examination is withdrawn from the Inspector's office, its tenure might seem to many persons to be no longer compatible with Holy Orders.

Opinions of managers in denominational system, &c.

But it may appear to be idle to discuss a matter only affecting, though very deeply, a small body of public servants, amidst the din of a loud agitation for the complete abolition of the denominational basis in the administration of the Education Grant.

It is certainly not my business to enter in this report on the question whether or no the time is come for the present system to give place to another, more logical, economical, and national; I may be permitted to observe, however, that it alone of all the expedients which have been tried or suggested, has proved generally acceptable, it has fully held its own, and has accomplished in the main the objects for which it was designed, and has evoked a marvellous amount of voluntary energy and self-sacrifice in the cause of elementary education. I only repeat what has been said a hundred times before, in saying that the clergy of the Church of England are, as a body, conspicuous for the sacrifices they have made, and the clergy in my district are, almost to a man strongly in favour of the maintenance of a denominational system, but so much alarm has been created by the language held and the opinions ventilated in many parts of the country, within the last few months, and so much anxiety is felt with reference to measures which may be forthcoming at no very distant time, that knowing how much the existence of their schools depends upon government aid, they would be inclined to welcome the proposition of the most stringent conscience clause which would leave the religious character of the schools intact. Were a clause to be inserted among the conditions of annual grants, providing that no child should be excluded from the secular instruction because not permitted to attend the religious lessons, but allowing those lessons to take their usual course, according to the time-table of the school, there might perhaps be found a few irreconcileables, but by far the greater number of the managers of Church schools with whom I come in contact would accept the terms with a sense of relief proportioned to their present anxiety.

It is not to be expected that the condition of the apathetic districts should be a matter of deep personal concern to the

clergy generally. Each clergyman's parish is his kingdom, and the more energetically he devotes himself to the work of his own, the less he is disposed to interfere in the internal administration of his neighbour's. I think that those that I meet with would, as a body, acquiesce in, or certainly not vehemently oppose any government scheme for establishing schools, however supported, in parishes or districts where the local authorities will not take the initiative, provided that religion were not divorced from the instruction given, and that the building grant principle of consideration for the religious views of the several constituents of the population in each neighbourhood were acted on in deciding what kind of school should be established there, the rights of the minority being protected by a conscience clause.

Existing provision for education in district.

I shall now attempt to give some account of the provision already existing for elementary education in my district. The population (estimated)* at present amounts to 373,860, out of which, according to the calculations of the Royal Commissioners,† 11·9 per cent. or 44,467 children ought to be now receiving an education in week day schools for the independent poor.

Aided schools.

Of this number we account for 15,338 as in daily attendance in annually aided schools connected with the Church, and 1,319 in similar schools belonging to the various dissenting communities; which gives 4·45 per cent. of the population actually under instruction in schools good enough to be recognized and assisted by the State, and of which we know full particulars.

Of the remaining 7·45 per cent., or 27,725 possible poor scholars, 2·1 per cent., or 7,847, are *on the books* of the above aided schools, but attending so irregularly that they can derive but little substantial advantage from the connexion.

Unaided schools.

Again, 4·63 per cent., or 17,301 children, are—by the same calculation, and always supposing that the proportions remain unaltered—*on the books* of unaided schools of various shades of merit or demerit, all of which,—with the possible exception of five whose non-inspection is due to large endowment, or the peculiar views of the supporters,—are presumably below the moderate standard of efficiency exhibited in the worst *aided* schools. Out of this class the number of annual grant schools is being constantly, though slowly, recruited; all those whose managers have applied for inspection having

* Population in 1851 was 277,792; in 1861 it was 331,163; taking the same ratio the increase between 1861 and 1869 would be 42,696, or $\frac{8}{10}$ of the difference between the numbers returned at the beginning and at the end of the last completed decade.

† Report, pp. 79, 84, and 573.

been visited, though some have upon trial failed to fulfil the conditions of aid. By the above calculations it appears that there is a residuum of more than 3,000 children, of whom it cannot even be said that they possess that infinitesimal share of "educational opportunities," which consists in irregular attendance at an unaided school.

The liability to inspection on account of book grants terminated in 1867, but there are in the district 21 schools which have received building grants to the amount of 2,852*l.*, and 14 of these having been aided since the appointment of the Committee of Council, are permanently liable to inspection, which right is secured by a clause in the trust deed. None of these schools have been inspected by me within the year, but I have at various times visited or inquired about every one of them, and found them all (with, perhaps, two exceptions) in a more or less advanced stage of decadence and of melancholy inefficiency. Three are extinct (one having been superseded by a new school in the same locality), and another is in imminent danger of the same fate. One, to which a building grant of 123*l.* was made, I could not find at all, though I applied for information to the correspondent whose name was sent to me, and to several other persons in the neighbourhood, including the clergyman of the parish. Two were for a short time in the receipt of annual grants, but have relapsed into their previous condition. One at the time I last visited it was so crammed with children that the teacher, a painstaking young person, without any method or knowledge of her business, could hardly make room for us to move about. I confess that it is a matter of small regret to me to have been unable again to inspect any of these schools last year, for it seems to me the nearest thing possible to waste of time and travelling expenses to repeat one's visits to them without an invitation. Your Inspector is received, *generally*, with the utmost cordiality by the managers, conducted to the school, permitted to examine it, to tender his advice, and depart. He reports in due time that (with the exception of one or two good points which come to light quite unexpectedly in the worst schools) everything requires alteration. This report is, I presume, duly formulated and transmitted from the Council Office to the managers, and there the matter ends. The motive power is wanting, and it cannot be supplied by Her Majesty's Inspectors, who have lost the small leverage they once possessed in being able to publish the condition of each school by name in tabulated reports, which were circulated as a part of the Blue Book of the year.

I believe that to the managers of many of these schools it would be a boon to be compelled to move by some exterior

and irresistible authority knowing nothing and caring nothing about the peculiar views of local magnates, or the vested interests or the religious difficulties of the place. I could illustrate from my own experience the obstructive effects of each of the three by more than one example, were it necessary to do so. Instances occur to my recollection in which the vital interests of the rising generation in a parish have been thus sacrificed for years and years in order that some respectable superannuated or incapable teacher might not be thrown out of employment. Other cases occur to me in which the clergyman or some other well-wisher to the poor has vainly besought the landowner in possession of a whole village or parish to grant a site, or even to sell one. If the clergyman's views do not exactly tally with those of the squire this is sometimes thought a sufficient reason for discountenancing the efforts of the former for the education of the children of the poor; and there are still some examples lingering in the land of persons who have not made up their minds on the elementary abstract question whether it is a good thing that the poor should be educated at all, or have decided it in the negative.

But however unsatisfactory is the condition of the great majority of the unaided schools, the children who attend them are better there than at home. It must be a very bad school indeed which will not teach them something better than they are likely to learn from parents who are selfish and reckless, or worse, and from companions as idle and degraded as themselves. It is by no means a comfortable fact to reflect upon that there are at this moment in my comparatively small district (one out of 48 in England and Wales), some 3,000 children growing up in complete ignorance of everything but what is mischievous,—idling, playing, or begging about the streets and lanes, and destined, apparently, to supply a due succession in the dangerous classes, and to prey upon society in the shape of paupers, mendicants, and criminals.

I have the honour to be, &c.

W. WARBURTON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Extract from general instructions to Her Majesty's Inspectors on appointment, referred to in page 250:—

"Your appointment is understood to be incompatible with your retaining or accepting any other employment of a nature not to leave your time unreservedly at the disposal of the Committee of Council in whatever part of the country my Lords may see fit to place you."

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. F. WATKINS, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* YORK, LINCOLN, NOTTINGHAM, *and* DERBY.

MY LORDS,

DURING the last official year, to which this report chiefly relates, the area of my inspection has been accidentally enlarged. Besides my own district, consisting of parts of Yorkshire, Lincolnshire, Nottinghamshire, and Derbyshire, I have assisted other inspectors in the neighbouring county of Lancaster, in Surrey and Middlesex, and in the cities of London and Westminster. I have also made a brief visit on a special mission into Gloucestershire. I am glad that my year has been so spent, as it has given me an opportunity of inspecting schools in widely separated parts of the country placed under very different circumstances, of comparing some of them with others, and of observing how far they partake of the same character and produce similar educational results. One would not *à priori* expect much in common between a village in Yorkshire and a street in Westminster, between a school in the metropolis and one in a remote county; so that it is curious to find how the present educational system acts everywhere much in the same way, exhibits the same good points, betrays the same weakness, has the same social bearings, and experiences the same domestic hindrances. District.

> "Mutato nomine de te
> Fabula narratur"

might, I believe, be said by one school district to another in any part of England. By this I do not mean to say that the state of elementary education is the same in every part of the country, and that the same standard of attainments is reached everywhere in it; but that, whatever be its level, it has the same striking features and the same character for good or for evil.

I cannot proceed to mention my work during the last official year without reference to Mr. Buckle, my fellow-labourer in it, or without expression of sincere regret at losing so earnest and able an assistant. He takes away with him the regard of all with whom he has been officially connected, and their hearty good wishes for his success in his new and interesting post.

The work done by myself and my assistant during the year was this:— Work.

We examined 163 schools, of which 147 were receiving annual grants and 16 were not. These schools contained 260 departments under separate teachers, of which 39 were

of boys only, 22 of girls, 34 of infants, 131 of boys and girls mixed, and 34 were night schools. The number of children and young people present at the examination of these schools was 26,160, of whom 25,845 were in the day schools and 315 in the night schools. Divided into sexes, of the whole number (26,160) 14,903 were males and 11,257 females. In the day schools, out of the whole number (25,845), 14,649 were boys, 11,196 were girls. In the night schools, out of the whole number (315), 254 were males and only 61 females.

Attendance at school.

It is important that the attendance at inspection should be compared and contrasted with the average attendance of the scholars. This consisted of 20,562 in all, *i.e.*, 12,238 males and 8,324 females. Of this number 19,704 (*i.e.*, 11,494 boys and 8,210 girls) belonged to the day schools, and 858 (*i.e.*, 744 males and 114 females) to the night schools. So that in the day schools the attendance on the day of inspection was 24 per cent. greater than the average attendance, owing to the greater pressure put upon the children by the teachers and managers of the school. I have remarked this fact in previous years, and I know that it is due in some measure to what may be called "bribery and corruption." I have seen the clothes-basket full of buns or oranges quickly emptied, and the cards of invitation to a school tea rapidly distributed when the examination was over. But still the fact remains that the authorities of a school can by *pressure* ensure the attendance of the children there, and holds out hope that when such pressure is more steadily applied, and on a better principle, it will produce a still more satisfactory result.

Accommodation.

Another important point of consideration is the relation between the accommodation provided for children in schools and the number of children in average attendance. I find that in the schools receiving annual grants in my district there is accommodation for 32,310 children, and that the average attendance of children in them during the year has been 20,237, *i.e.*, not 63 per cent. This is an improvement on past years, but not a state with which we can be satisfied. In schools not receiving grants—of which I should say that the returns made to our questions are generally inaccurate and untrustworthy—it seems that, accommodation being provided for 1,616 children, there were only 325 in average attendance—about 20 per cent. of the whole number.

School age.

There is no improvement in the age of school children in my district, nor in the time of their stay at school. They are for the most part very young when they come to school, and they remain in it a very short time. As taken from the registers of schools receiving annual grants there are only 3½ per

cent. above 13 years of age, nearly 63 per cent. under 9 years of age, nearly 48 per cent. between 5 and 9 years of age.

Whilst their stay is returned thus: Not one year in school, above 44 per cent.; Two years and under, 81 per cent.; Four years and over, 9 per cent. These items of "age" and "stay" ought to be very carefully weighed by every one who is interested in elementary education, for they are all-important in it. Until they are improved no great and permanent improvement can be fairly looked for. The comparison of the last biennial periods is not satisfactory. School stay.

Age.	1867.	1869.
Children above 13 years of age -	Not 4 per cent. -	About 3½ per cent.
„ under 9 „ -	63½ per cent. -	Nearly 63 „
„ between 5 and 9 years of age.	48 „ - -	47½ per cent.
Stay :—		
Not one year - - -	Nearly 46 per cent.	Nearly 44½ per cent.
Five years and under - -	—	81 per cent.
Four years and over - -	9 per cent. - -	9 „

To pass on from those who are taught to those who teach them, there were in the schools inspected during the last official year 212 certificated teachers, 24 assistant teachers, and 207 pupil-teachers. A comparison of the last three periods gives— Teachers.

—	1865.	1867.	1869.
Certificated teachers - -	221	206	212
Assistants - - - -	—	26	24
Pupil-teachers - - -	181	177	207

Which shows an improvement under this very important head, especially in the number of pupil-teachers—an improvement, I am glad to say, which is perceptible in all parts of the kingdom. In this and in other important points which I shall have to notice, the inevitable shock of the Revised Code has almost ceased to be felt, and the natural panic caused by it has in a great measure subsided; its good and evil results can now be fairly ascertained.

The salaries of school-teachers, both masters and mistresses, continue to rise steadily. The demand for certificated teachers increases still more rapidly. On the whole their stipends are sufficient, varying as they do from 70*l.* to 150*l.* for masters, Salaries.

and from 40*l.* to 100*l.* for mistresses. Nearly three-fourths of both have comfortable houses in addition to their salaries.

So far then for the educational machinery of my district; the material which is to be worked upon; the power which has to act upon it. What are the results?

Results, educational.

In the schools receiving annual grants (from which alone reliable statistics can be procured) there were in day schools, present at inspection, 24,925 children.

From this number must be taken 25 per cent., of children under six years of age, who cannot be examined individually. The number therefore which we have to consider is 18,694 children. Of these, 12,263 were presented for examination under the Code, *i.e.*, nearly 66 per cent.

It seems therefore that 34 per cent. of the children in school, from some cause or other, are not examined by the inspector at his visit of inspection. This fact must not be forgotten in any comparison of results.

Of those presented 12,263,—

There passed in reading 11,234, about 91·5 per cent.
„ „ writing 10,605, nearly 86·5 „
„ „ arithmetic 9,962 about 81·0 „

Number of passers.

These per-centages, not indeed unsatisfactory at first sight, are, it must not be forgotten, taken on 66 per cent. of the whole number of children in the schools. So with reference to the whole number itself they would stand thus,—

Passed in reading, 91·5 of 66 per cent., *i.e.*, about 60 per cent.
„ writing, 86·5 of 66 „ „ 57 „
„ arithmetic, 81· of 66 „ „ 53 „

But this return does not show the real state of the case. Out of the 34 per cent. of the children present on the day of inspection, who are not presented for examination, a considerable number would pass it creditably, but have not kept a sufficient number of "attendances," which must not be fewer than 200 in the school year.

Probably not less than 10 per cent. ought to be added to the "passers" on this account, and we may say that of the whole number of children in schools, examined according to their age and "stay" in school,—

About 70 per cent. read creditably.
„ 67 „ write creditably.
„ 63 „ work sums creditably.

This may not seem satisfactory, but could the same *mutatis mutandis* be said of schools for the higher classes? Take Latin, Greek, and composition as their "three elementary subjects," would the same respectable per-centage be found in their examinations?

There can, I think, be no doubt that the Revised Code

has extended the area of elementary knowledge. But I cannot find that it has increased its depth, the contrary appears to be the case in this district. Indeed from the nature of the examination, which is entirely formal and mechanical, only mechanical results can be expected. I believe that I am only stating a fact of almost universal experience, when I speak of the want of intelligence shown by children in the subjects which they learn at school. I am aware that it is questionable whether under his present instructions, an inspector has any right to test this intelligence, whether, if the managers object, he has any further power than to hear the children read, to look at their writing and spelling, and to observe whether their sums are correct. There is no mention in the broad sheet of anything beyond this except in the religious knowledge of schools of the Church of England, and in the special subject introduced by the Minute (February 20, 1867), both of which suppose and require an intelligent examination. I have always taken what may be called the "common-sense view" of this question, and have, whenever there has been time, examined the children in the subject-matter of the reading lesson, have considered the sense as well as the power of spelling shown by them in the dictation, and tested their real understanding of arithmetic, as well as its correctness. And I am obliged to say that there are very few schools which come out satisfactorily from such a trial, and that even in what may be called "good schools" a considerable number of children do not answer creditably,—not so many as those who in "good schools" passed a satisfactory examination under the old regime. If the broad sheet were to state plainly that under the head "reading" was included an intelligent knowledge of the lesson; under that of "writing" not only the character of the hand and correctness in spelling, but an evident appreciation of the sense of the passage dictated; and under that of "arithmetic" not merely the precise working out of a rule, but thorough acquaintance with its principle, much good would be effected. The inspector would be obliged to examine into these points, an obligation which does not rest upon him at present. The teachers would give more of their attention to them, the children would be more interested in their work, and benefited by it, and such of the school managers as really feel their responsibility, would have far more satisfaction in their duties than they can now expect. There is of course one objection to this scheme. Such an examination takes a long time. An additional hour or two would be required for it. But after all the point is this,—Is the examination to be a real one or a sham? Are the

Effects of Revised Code.

Additions to Broad Sheet.

children to be taught mechanically or with intelligence? Is their education to fit them for life, or only to attain certain objects whilst they are at school? As far as the examination of children is concerned the Revised Code does not go far enough. It is like a framework of large size and considerable strength, which requires filling up, and finishing in detail before it can perform fully the work for which it is intended.

I must make another remark before I pass away from this subject. I observe from your Lordships' report for last year (1868) p. xxi., that the several standards are intended to be passed as under:—

Standards and age.

Years between	6 and 7.	7 and 8.	8 and 9.	9 and 10.	10 and 11.	11 and 12.
Standards -	I.	II.	III.	IV.	V.	VI.

and referring this statement to the table of children's age, I observe that the number of children under nine years of age is 63 per cent. This therefore is the greatest number that ought to be examined in and under Standard III. But I find from the Appendix to your Lordships' Report (Table 8) that out of 640,000 children examined in England and Wales there were in,—

Standard I. - -	196,446,	nearly 31	per cent.
Standard II. - -	162,544	„ 25	„
Standard III. - -	121,008	„ 19	„
Standard IV. - -	84,776	„ 13	„
Standard V. - -	50,646	„ 8	„
Standard VI. - -	24,580	„ 4	„

so that 75 per cent. instead of 63 were presented in the lower standards, and only 25 instead of 37 in the higher. This seems to show, and I believe is not far from the truth, that though the tender age of the school children is a great impediment to their progress, there is another impediment besides, not, so to speak, external to the school, but existing and inherent in it. I have no doubt in my mind that a still greater hindrance is the mechanical teaching tolerated in schools to meet the merely mechanical examination by which it is tested.

Schools under simple inspection.

I must make a few remarks on the schools under simple inspection, which, mainly from not having certificated teachers, cannot receive annual grants. These schools, at first sight insignificant, are important from their number, and interesting as representatives, more or less faithful, of the great mass of schools which still lie outside of all public inspection and control. I have visited only 16 of them during the last official year. Fourteen of these are situate

in agricultural villages, the two others in manufacturing towns. There are three points of especial consideration in such schools. *First*, as to the accommodation for children in them whether fairly corresponding to the population of the place. *Secondly*, as to their state of discipline. *Thirdly*, as to the attainments of the children.

Arranging these schools then under the three heads of good, fair, and bad, I get the following result:—

	As to Accommodation.	Discipline.	Attainments.
Good - - - - -	3	1	0
Fair - - - - -	11	8	12
Bad - - - - -	2	7	4

so that on the whole their discipline seems to be their weakest point. This is plainly owing to the absence of the trained and certificated teacher. The same fact appears in other ways. In rooms, having space for 1,616 children, only 630, *i.e.* somewhat less than 39 per cent., are on the register, whilst the average attendance reaches only 325, *i.e.*, less than 20 per cent. of the accommodation offered. But the most instructive and amusing fact about these schools is this. According to the returns made by their managers 630 is the whole number on their books, though 920 were present on the day of inspection! The "books" of course were valueless, but the fact that nearly three times the number of children in average attendance may be got into the school for a particular purpose shows plainly, as I have already remarked in speaking of annual grant schools, that a little pressure produces a great effect on schools, and points to the probable results of a more general and absolute compulsion. And these schools, of which I am now speaking, are the very last from which we should expect to obtain such results. I must add that two out of these 16 schools have already engaged certificated teachers, and four of the remainder are likely to follow their example.

Night schools.

I can again report a considerable increase in night schools, of which 34 were examined by myself and my assistant, or, under the late arrangement, by the managers. Your Lordships' permission to managers to examine under certain conditions and to a certain extent their own night schools has been very beneficial. The managers are thus enabled to choose the best and fairest time for the examinations, which was often an impossibility to the inspector, and the scholars of a night school are more likely to do themselves justice

before friends than before strangers, especially in the vivâ voce subject of "reading," which is the only one on which the managers are allowed to pass their judgment and give the mark.

The result of the examination of the night schools passed in—

Reading.	Writing.	Arithmetic.
92·03 per cent.	84·5	87·5

Compared with last return—

——	1867.	1869.
Reading - - -	93·5	92·02
Writing - - -	83·5	84·5
Arithmetic - - -	81·	87·5

which shows rather a falling off in reading, with an improvement in "writing" and "arithmetic," and seems to prove that the managers when they have marked the "reading" have not formed too favourable an opinion of it.

Discipline of night schools.

It might be well to insist on a creditable state of discipline as a condition of the grant to a night school. I have seen such schools in very bad order, and have remonstrated strongly with the managers, and have been told that they find it hardly possible to keep up anything like the discipline of the day school. The age of the scholars and their circumstances and habits of life, as well as their voluntary attendance, are difficulties not easily overcome, and the admixture of grown-up and middle-aged men with young lads fresh from the day school is often attended with great practical inconvenience and interruption of good order.

School incomes.

In a previous report I pointed out that in the two great manufacturing counties of the North of England, Yorkshire and Lancashire, the parents paid more towards their children's schooling than in other parts of England. I observe the same fact this year in my district. The incomes of schools are now made up in nearly equal portions from three sources. They are as follows:—

"School-pence" *i.e.*, parents' payments -	nearly 33 per cent.
Voluntary contributions, *i.e.*, supporters of education - - - -	„ 32 „
Government grants - - -	„ 31 „

The remainder, between 4 and 5 per cent., accrues from miscellaneous sources.

The payments in my district for the last year are as below:—

School-fees - - - -	nearly 40 per cent.
Voluntary contribution - - -	„ 22 „
Government grants - - -	33·5 „

so that what has been wanting in the item furnished by the friends of education has been supplemented by the larger payments of the parents, and a greater share than the average of the Government grant. This is, I think, a satisfactory circumstance, especially when it is viewed in the light thrown on it by your Lordships' report for 1868 (p. xii.) that more than half a million (508,772*l.*) was paid in school-fees by parents of children in the working classes. And in the same year it should be remembered that voluntary contributions made by friends of education amounted to a still larger sum, viz., 660,269*l.*, arising from the following sources:— Voluntary contributions.

	£
Voluntary contributions to day schools receiving annual grants - - - - -	492,941
Ditto towards building day schools -	144,547
Ditto towards support of training schools	22,781
	660,269

And this sum does not include an item of 5,759*l.* paid by the students of training schools or their friends. Nor does it include the amount of voluntary contributions paid by friends of education for the support of schools not receiving annual grants, which is returned at 8,222*l.* So that on the whole for the year 1868, a sum of 1,183,022*l.* was contributed for elementary education by the rich and poor of this country. How much of this would be forthcoming if a rate were levied for education?

I cannot close this report without mention of that subject which is a peculiar feature of schools belonging to the Church of England, and examination in which is confined to them, I speak of religious knowledge. It can hardly be called satisfactory. It cannot be described as thorough and intelligent, fairly graduated in all the classes, and permeating all the individuals of each class. This it is not. This it can hardly be. For, so to speak, this subject is, more and more, year by year, "driven into a corner" by the secular subjects from which the grants of public money are obtained and the school income increased. Time is grudged to it, if not actually cut off from it. Greater energy and more care Religious knowledge.

are bestowed on far less important subjects. There is therefore, more cause for thankfulness that there is so much religious knowledge in church schools, than of disappointment, that it is not all that one could wish, or all that it ought to be. Such as it is, it produces some effect. It leavens to some degree the life of the working classes. Such as it is, it is all which the great majority of working people receive. If they have no religious instruction at school they have very frequently none at home. If time and space be not found for it in the school-hours and the school-room, they will hardly ever be obtained in the brief intervals between work and sleep of the working man's life, and in the scanty accommodation of his crowded cottage. Practically for the million, it is either religious education at school or none in life.

Religious difficulty.

As to what is called the "religious difficulty" in schools—about which so much nonsense is talked by well-meaning, and possibly by ill-meaning people—any inspector of schools knows that the difficulty does not really exist. In towns where there are schools of different denominations, there can be no pretence for such difficulty; and in villages where the one school belongs to the church or to some other body of Christians, there is not *in practice* any such difficulty. There is not a school in the country where religious truth is taught to a child against the expressed wish of its parents, and I do not believe that there is one school in a hundred which would exclude a child on account of any objection on the part of its parents to the religious teaching in it. There is, I repeat it, no practical difficulty, though there are many *difficulty*-mongers.

Compulsory education.

There is indeed one difficulty of which I have heard much in my last year's work, a real difficulty which must be surmounted, though it be called "compulsory education." Such education in some shape or other is absolutely necessary. Whether you look into the schools and see the many vacant places there, the very young children who make up the mass of the scholars; or into the registers, and see how short a space is the school time of these little ones; or examine fairly into their knowledge, and mark how mechanical it is for the most part, and how little likely to fit them for their place and work in life you will have no doubt on this point. Or, on the other hand, if you look into the streets of the great towns and observe the children who are "getting their schooling" there—in idleness, in mischief, in filth, in foul language, and evil practices of every kind, children who in the manufacturing towns of our country, in London, in Manchester, in Birmingham, in Leeds, in Bristol, in Sheffield are now, we are told on grave authority,

to be counted by hundreds of thousands; if you follow them in thought where most of them will surely go, to the police court, to the prison, at best to the reformatory or the penitentiary; if you consider the cost of dealing with them when grown up to man's estate in ignorance and sin, the grievous evil entailed by them on every class of society; the shame and disgrace which they are to a Christian country, you will feel not only that compulsion must be used for better educating these poor children, but that it must be speedy and positive. There is no difficulty so great as the difficulty of "leaving "ill alone." Education is not a panacea, it will not cure all evils, but it is an excellent preventive, it will prevent many. The country needs education and must have it, real sound, practical education, not mere instruction in the three elementary subjects.

I have the honour to be, &c.

F. WATKINS.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

EMPLOYMENT of TIME DURING THE YEAR.

		Days.
Inspecting elementary schools	155½	162½
„ normal „	7	
Holding examinations, collection of pupil-teachers	2	10
„ „ in certificates of Minutes	5	
„ „ candidates for admission	3	
Revising papers of pupil-teachers and scholars	32	48
„ of candidates for certificates	16	
Travelling only		3½
Correspondence		54
Vacation		31
Private business		4
Sundays		52
		365

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. F. WILKINSON, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* STAFFORD.

MY LORDS, January 1870.

District. A FEW months after I had the honour of receiving my appointment as one of Her Majesty's Inspectors of schools, a very considerable change was made in the district assigned me. It originally comprised the Stafford (367), Wolstanton (370), Stoke-upon-Trent (371), Leek (372), Cheadle (373), Uttoxeter (374), Burton-upon-Trent (375), Tamworth (376), Lichfield (377), and Macclesfield (453), census districts; but in May 1868 the Wolstanton, Leek, and Macclesfield districts were removed from my list, and in their place the Penkridge (378) and Stone (368) districts were added. Forty-five schools were thus removed from my list, while but 27 were added, and the change, while it very materially lightened the work of the district, made it at the same time more compact and accessible, and considerably lessened the expense of travelling.

Work performed. During the year ended August 31st, 1869, I inspected all the schools in my district in receipt of annual grants, together with a sufficient number of schools upon my simple inspection list, to enable me to compare the general efficiency of the one with that of the other. I was also engaged from the 13th of January to the end of the month in assisting my colleague, Mr. Hughes, in examining schools in South Lancashire, more especially in St. Helen's and the immediate neighbourhood.

Details respecting annual grant schools. The number of annual grant schools inspected by me in the year has been 114, comprising 167 departments, not inclusive of night schools. The number of children present at examination has been 9,881 boys and 8,187 girls, in all 18,068, while the average attendance has been, of boys, 7,710, and of girls 6,560, in all 14,270, or 3,798 less than the number present at examination. Accommodation at eight square feet of superficial area per child is provided for 22,426 children, that is, for an increase of 8,156 children in average attendance. The total income from all sources of 109 of the above schools has been 18,036*l.* 15*s.*, or 1*l.* 4*s.* 7¾*d.* for each scholar in average attendance, while the expenditure has been 18,186*l.* 17*s.* 6*d.*, or 1*l.* 4*s.* 10¼*d.* for each scholar in average attendance. The income has thus been 150*l.* 2*s.* 6*d.* less than the expenditure.

Details respecting simple The number of schools examined by me for simple inspection has been 16, comprising 17 departments. The number

of children present at examination has been 448 boys and 389 girls, in all 837, while the average attendance has been 229 boys and 256 girls, in all 485. The total income of seven of the above schools has been 419*l.* 7*s.* 11*d.*, or 1*l.* 2*s.* 3*d.* for each scholar in average attendance; while the expenditure has been 412*l.* 9*s.* 3*d.*, or 1*l.* 1*s.* 10½*d.* for each scholar in average attendance. The income has thus been 6*l.* 18*s.* 8*d.* more than the expenditure. Inspection schools.

For five schools examined for annual grants, and for nine schools examined for simple inspection, no sufficient returns of income and expenditure have been received to allow of their being considered in the above calculations. It thus appears that the cost of maintaining annual grant schools has been at the rate of nearly 3*s.* per scholar in average attendance, in excess of that for maintaining schools not in receipt of annual grants. Insufficient returns from certain schools. Comparative cost of maintaining annual grant and other schools.

School building has made very satisfactory progress in my district since my appointment. Several excellent schools in districts greatly needing them have been opened, while others have been enlarged and improved. Speaking generally, the schools are well built, well drained, and well ventilated, but I regret to say that in some cases due care has not been taken to provide sufficient light. The attention of managers cannot be too strongly drawn to the absolute necessity of providing schools with an ample amount of light. The introduction of artificial light should rarely be required for the afternoon meetings of schools even in the winter months. School building. Schools sometimes insufficiently lighted.

Of new schools those recently opened in the large and important parish of St. James, Longton, are deserving of special notice. They will together accommodate an average attendance of 720 children, without reckoning what is called the babies' room. This room, which is about 26 feet square, adjoins, and, if required, can at any time be thrown into the infants' room. Children are admitted here when only a few months old, and are transferred from it to the infants' school as soon as they are able to walk and talk. An elderly person well skilled in the management of babies is appointed as mistress, or rather, I should say, as nurse, and in a place like Longton, where female labour is very valuable, and where many an infant would be completely neglected or left for hours in the charge of a sister who should be at school herself, and who, so far from being competent to take charge of another, is hardly fit to be trusted by herself, I consider this adjunct to the infants' school a very useful institution. Many persons might raise an objection to it as tending to relieve the mother of a responsibility clearly her own, but, while I fully recognize this as an evil, I am yet sure that Longton new schools deserving of special notice. Babies' room attached to infants' school. Its value.

in many a large manufacturing town the good to be done by such an institution far more than counteracts the evil. In the schools I am speaking of two rooms are provided for the boys and two for the girls, independently of class rooms, but they are so arranged that the head teacher can keep an eye upon all the children whenever required. This is far preferable to having a very large number of children assembled in one room. The two girls' rooms are now quite independent schools, each under its own certificated teacher. The half-time girls meet in one room and the full-time girls in the other. The separation, where practicable, of full-time from half-time scholars is for many reasons very desirable. I will here mention but one. It enables all to receive regular religious instruction. Where this separation has not been effected the half-time scholars who attend in the afternoons usually receive no religious instruction whatever, whereas at Longton precisely the same time table is in operation both morning and afternoon, the first half hour being given to religious instruction. The fact that so many half-time scholars receive such very irregular religious instruction, if any, is one reason why at the annual examination of the inspector such a small proportion of the children present in large manufacturing schools show any intelligent acquaintance with this most important subject of instruction. St. James', Longton, is the only school I can mention where full-time and half-time scholars are taught separately. The separation has not been found practicable in the boys' school, and can only be adopted where the average attendance in the morning is much the same as the average attendance in the afternoon. As a proof of the value of the half-time system I here add that in the last examination I held of these schools the per-centage of passes in reading, writing, and arithmetic in the half-time school was 87, being no less than 6 per cent. above the general average of the district. In the full-time school the per-centage of passes was 97, a degree of efficiency but rarely attained. I may here mention what in my opinion is a most serious defect in the Factory Act. It provides that no child shall work full time under 13 years of age. It should require that before being allowed to work full time the child should have passed, or at all events have been presented for examination, in at least the 4th Standard. Nothing is more disheartening to managers and teachers than to have a number of big boys and girls forced upon them for a few months' teaching and to be obliged to let them leave school as soon as they are 13 years of age without any real instruction and knowing next to nothing. Their presence in the school is a clog to general progress. They

Separation of full-time from half-time scholars desirable.

A proof of the value of the half-time system.

A defect in the present Factory Act noticed.

are usually very slatternly in their dress, uncouth and bearish in their manners, and they set a very bad example to the children around them. I will not close this notice of Longton schools without stating that the buildings, containing, besides the rooms already mentioned, three teachers' residences, were built for a little over 3,000*l.*, inclusive of value of site and legal and other expenses; and I am sure that any one desirous of embarking in school building on a large scale would do well to pay them a visit. The Rev. Adam Clarke, the rector, would very gladly give any information respecting the schools that might be required.

Schools under uncertificated teachers.

Classifying the 17 departments under uncertificated teachers examined by me in the year under the four heads of "good," "fair," "moderate," and "bad," three come under the head of "good," five under the head of "fair," three under the head of "moderate," and six under the head of "bad." But the value of the certificate is now so universally acknowledged that on this head it seems superfluous to enter into further details.

Provisionally certificated teachers.

There are but four schools in my district under provisionally certificated teachers; three of the four are in a satisfactory state of general efficiency. The teacher had taken charge of the fourth but a few months previous to my visit, and the results of the examination were not altogether satisfactory.

Almost without exception the pupil-teachers whom I have been able to recommend for the provisional certificate have gone to some training college at the end of their pupil-teacher course.

Pupil teachers.

I cannot report highly of the way in which pupil-teachers generally are prepared for their annual examinations, and I am afraid that the amount of private instruction they should receive every week is, not unfrequently, not given to the full, or the five hours are spent in merely nominal instruction. Managers generally, I think, are not sufficiently careful to see that the pupil-teachers do receive their stipulated amount of instruction, and in some cases I have found that they do not even know what the stipulated amount of instruction really is. The want of teaching power in the large majority of pupil-teachers very frequently seriously retards the progress of schools in general efficiency. They are but seldom taught how to teach, and the preparation of lessons to be afterwards given in school is very much neglected.

Their want of teaching power.

Supply of candidates.

Managers do not usually experience any difficulty in finding girls to take the office of pupil-teacher, but the supply of male candidates in the manufacturing districts is very limited. Promising boys willing to become pupil-teachers

are frequently to be found in schools where they are not wanted, and where therefore they are not apprenticed; and I think that managers and teachers in agricultural districts might do much to supply the want of male candidates in manufacturing neighbourhoods. Small farmers and country tradesmen would frequently have their children apprenticed as pupil-teachers if the advantages of the profession were but clearly put before them, and openings found for them.

The want of male candidates in towns might frequently be supplied from the country.

Discipline.

The excellent discipline in some of the schools under my inspection is deserving of the highest praise, and I but seldom have any serious complaint to make of defective discipline. Good discipline and general efficiency usually go hand in hand; the latter without the former is seldom, if ever found, but I could mention a few schools where the discipline is the only praiseworthy point. Children in most cases do their work very honestly, and generally, when I detect children copying, it is more from curiosity than with a view to taking an unfair advantage.

Night schools.

Thirty-two night schools have been examined for grants during the year, but in the large majority of cases the examinations have been conducted by managers, for they are mostly held in the month of March, when I am too much occupied with day schools to allow of my holding examinations in the evening. The most successful night school in the district is at Tutbury, where both males and females attend in considerable numbers and pass a very satisfactory examination. The male and female scholars attend on different evenings in the week. The discipline usually somewhat lax in night schools is particularly good at Tutbury. The importance of night schools cannot be over-estimated. They are deserving of every encouragement. I think the Government assistance now given them is amply sufficient where the same teachers are employed in both day and night schools, but I could never press day-school teachers to take charge of the night schools as well, for I consider the work of the day school with the instruction of pupil-teachers quite as much as teachers generally are able to perform with justice to themselves. But few have sufficient physical strength to work with impunity for a couple of hours at night school after seven hours have been already spent in the day school with the pupil-teachers. I am afraid that some teachers who attempt the double work are rather apt to neglect their afternoon duties in order to save themselves for the labours of the evening. It has occurred to me that the Committee of Council might very much promote the establishment and encourage the continuance of night schools by the issue of a provisional night-school certificate, the holder of which might

Tutbury Night school.

The charge of night schools is often too much to expect of day-school teachers.

A suggestion by which the establishment of night schools

take entire charge of the night school, and so entitle it to receive State aid. General fitness for the office, both as regards attainments and moral character, should be testified by the managers, and the aspirant to the certificate should be required to teach an upper class in the day school at the time of the inspector's annual visit. Should the managers' certificates and the inspector's report be favourable, a provisional certificate might be issued liable to be cancelled at any time by an unfavourable report by the inspector upon the holder's efficiency as a teacher, or if the certificates from the managers, which should be required annually, were not forthcoming or should prove unsatisfactory. The holder of the night-school certificate should not be allowed to move from one night school to another, and the certificate should remain in force only for the school for which it is first issued, for a person might be quite sufficiently qualified to take charge of a village night school, with an average attendance of perhaps under 20, who would be of little or no use in a larger school. Night schools are now rarely open more than three nights in the week and frequently but twice. Some such scheme as that I have suggested would enable them to be open five or even six nights in the week, and the number of times the school must be open to qualify it for a grant now fixed at 40, and the number of attendances required to qualify an individual scholar for examination now fixed at 24, might both be increased. I have had almost entire charge of three night schools in country villages, and in not one of them should I have had any difficulty in finding a person in every way well qualified to take charge of the night school. Mixed night schools should never be allowed. The certificated teacher should invariably be of the same sex as the scholars. That night schools need more encouragement than they now receive is evidenced by the fact that in my district, there are but 32 such schools with an average attendance of but 825, the total amount of public grant for their support being but 240*l.* 3*s.*

might be much promoted.

I now proceed to speak one by one of the chief subjects of instruction in elementary schools, and first of religious knowledge.

This subject is seldom above "fair" or "fairly good," and I regret to say that in too many cases it is considerably below this standard. I have never recommended a reduction of grant for deficient religious knowledge, except in a very few cases where the children's ignorance was glaringly disgraceful, and no attempt whatever appeared to be made to give them any real religious instruction. But a small proportion of the children assembled usually volunteer any

Religious knowledge.

replies to the questions put. This is partly to be attributed to their shyness in giving answers, the correctness of which they are not confident of; but I also attribute it in some measure to the work of Sunday schools, for many children attend day schools who receive no instruction on Sundays, and children who attend both day and Sunday schools are obviously much more likely to acquit themselves with credit at an examination in religious knowledge than those who only attend the former. The following appear to me to be two reasons why the religious knowledge is not better than it is, to which I think it desirable to draw attention:- first, the instruction in religious knowledge is usually the first lesson after morning prayers, so that unpunctuality of attendance causes many children to receive but half a lesson instead of the whole, and some to receive none whatever; and, secondly, the want of careful previous preparation by the teacher of the passages to be read from the Bible, or the lessons to be given, is a most serious bar to progress. Previous preparation is absolutely necessary if the half-hour spent in religious instruction is to be of any real advantage.

The value of sound religious instruction to be seen in the moral bearing of children.

The moral bearing of the children is usually exemplary in schools where the religious knowledge is good. I could name many teachers who produce but poor results in the three elementary subjects of instruction, but the value of whose moral influence is incalculable.

Reading

The per-centage of passes in reading for the year is 90·989, but though this is 7 per cent. above the per-centage for writing, and 20 per cent. above that for arithmetic, I do not consider this subject really better taught than the others. In night

rarely excellent.

schools the per-centage of passes for reading is 94·835. I could name more schools where the writing and arithmetic are excellent than where the reading is excellent.

Various reasons mentioned which combine to prevent the reading from being good.

Children even in the higher standards seldom read with any just expression, and it appears to me that when teachers feel satisfied that children will pass in the annual examination, they as a rule take little or no further trouble with their reading. From the limited staff of teachers usually employed it is frequently necessary that a teacher while hearing one class read should give out dictation to another, or arithmetic to a third, so that unless children come actually to a dead lock from meeting with a word with which they are totally unfamiliar, no observation whatever is made upon their reading, no explanation of words or of the passage generally is given, and the benefit derived from the half-hour spent in reading is too often absolutely nil. Very inefficient monitors are often employed to hear the different classes read. A child is practically supposed to be capable of giving a reading

lesson, provided it knows the pronunciation of every word in the passage, and so is able to give the class a helping hand when unable to proceed. Children but seldom hear any good reading, and it is quite impossible to expect them to read with any expression if they never hear a passage so read. The selection of reading books is not unfrequently bad. A really sensible reading book well adapted to excite the interest of children and to awaken their intelligence is generally discarded in favour of one which may be shorter and involve less difficulty, however foolish its matter may be. The greater number of failures in reading occur in the 1st and 6th Standards.

Writing.

The per-centage of passes in this subject is in day schools, 83·157, and in night schools 80·2, but only a very few children actually fail in caligraphy. Incorrect spelling in the four higher standards causes the great majority of the failures. The failures in caligraphy occur most frequently in the 1st Standard, in which children will not unfrequently make the letters backwards from want of careful instruction. In order to keep them amused and quiet, little children under six years of age are very frequently set to copy the alphabet upon their slates, and are under little or no supervision while so employed. Thus bad habits are formed which it is very difficult to eradicate. They should never be allowed to form the letters without great care being taken from the very first that they form them correctly, and, if it is necessary, in order to keep the children employed, that they should be supplied with slates and pencils, they should have squares, triangles, and other forms, and perhaps the alphabet in Roman characters given them on the black board to copy. I almost invariably find the writing throughout a school good when it is good in the 1st Standard. There are usually many failures in the 3rd Standard from incorrect spelling, and teachers experience much difficulty in working children up from the 2nd to the 3rd Standard in writing. The step seems to me to be one of the hardest in Article 48, but as the step from the 1st to the 2nd Standard is particularly easy, teachers have the remedy in their own hands by practising the 2nd Standard children in easy dictation, and so preparing them for what is required in the 3rd Standard. There should be a decided improvement in the writing in the 5th Standard over that in the 4th, and in the 6th Standard over that in the 5th, but this improvement is frequently imperceptible.

Punctuation.

Punctuation should be better attended to in the higher standards than it now is.

Arithmetic taught too mechanically.

The per-centage of passes in this subject is, in day schools, 70·063, and in night schools, 82·783. It is with few ex-

ceptions taught too mechanically, and hence arise many of the failures. I almost invariably examine the 1st Standard orally in addition and subtraction, and am not unfrequently interrupted by the teacher for adopting a method of asking the questions to which the children have not been accustomed. For example, I remember an instance in which children one after another failed to tell me what, say 3 *from* 5 left, but who answered me at once when I asked them what do 3 *out of* 5 leave? Ignorance of notation still continues to cause many failures in all the standards. Teachers have often expressed to me their wish that Article 48 specified how far the 2nd and 3rd Standards must be taught notation in order to insure a pass. I seldom set examples to the 2nd Standard in more than units of thousands, and to the 3rd Standard in more than units of millions. I think for many reasons it would be desirable that this amount of knowledge of notation should be required for a pass. No good teachers would feel obliged to confine themselves to it. In examining the 2nd Standard in the tables I invariably ask a few questions orally, and this has not unfrequently been considered as rather severe; but I have found that when I have given the children a few questions in the multiplication table to be answered upon their slates, they make a number of strokes, count them up, and so arrive at the correct result; but it is absurd to call this knowing the multiplication table, and I have consequently altogether discarded this method of examination. In too many schools notation is neglected above the 3rd Standard. In order to overcome this defect in teaching I now make a practice of setting one sum out of three to the higher standards, involving some difficulty in notation. The application of the four elementary rules of arithmetic to the working of simple miscellaneous questions is too much neglected in most schools. When I have asked how far the children have been taught to apply these rules, I have not unfrequently been told that for the few months previous to my visit nothing in the shape of a problem has been set, but that, in order to insure a pass at my examinations, the whole of the children's time has latterly been spent in securing accuracy of calculation. I now usually set the higher standards one sum in the shape of a simple problem, and I hope by so doing to induce teachers generally in my district to teach arithmetic less mechanically and more in a manner to interest and improve the children. The large majority of teachers will never work their children beyond the inspector's standard in arithmetic, and consequently when his standard is low children are often very imperfectly taught, and are passed from one standard to another long before they are

Notation imperfectly taught.

A fixed amount of knowledge of notation should be required in Standards II. and III.

Questions in tables should be asked orally.

Children seldom able to work simple problems correctly.

Inspector's standard in arithmetic should not be too low.

sufficiently advanced to be promoted. The promotion always takes place immediately after the inspector's visit. It will be seen above that the per-centage of passes in arithmetic is about 12 per cent. higher in night schools than in day schools, and yet the examples given in night schools, when the examinations are conducted by managers, are decidedly harder than what I generally set myself. I attribute this result in a measure to the great tendency there is in teachers to present night scholars lower than their attainments really justify. I am afraid it may also be attributed in part to sufficient care not being taken in all cases to prevent clandestine assistance amongst the scholars. Thirdly, it may be attributed to the fact that the principles of arithmetic are more easily acquired and applied by elder lads and young men than by children.

Great difference between day and night schools in the per-centage of passes in arithmetic.

This difference accounted for.

The per-centage of passes in reading, writing, and arithmetic would testify to the general efficiency of a school much more than it now does if it were made obligatory upon managers to present for examination every child who had made 200 attendances in the course of the year. This would considerably increase the per-centage of failures, and many children would be examined whom it would be useless to expect to be able to pass in the next higher standard when next examined; but to prevent this too rapid promotion of children managers might be empowered to present a child a second time in the same standard if it had failed in two out of three subjects. In some schools managers will not allow teachers to keep any children back from examination who have made the requisite number of attendances, while in others they may keep back as many as they please. Any comparison by per-centage of passes is in the two cases perfectly valueless. Teachers having no pecuniary interest in the amount of the annual grant, a question to which I shall again refer before closing my report, will present for examination only such children as are sure to pass.

Suggestion by which the per-centage of passes in the "three R's" might be a reliable proof of general efficiency.

Having now spoken of the three fundamental subjects of instruction, I proceed to make a few remarks upon the Minute of February 20th 1867, and the subjects usually taught under it. I examined in the year over which this report extends 136 annual grant departments without reckoning infant and night school departments, and in rather more than one-fifth of the number I have examined in one or more extra subjects under the above Minute. I have recommended the payment of the grant in about half the cases, but it has frequently been withheld from the non-fulfilment of some of the other conditions subject to which the grant is paid. It appears to me that some of these conditions are too stringent,

Minute February 20, 1867.

and I should be very glad to see some of them to a certain extent relaxed, if not altogether removed.

Geography usually selected.

Geography has been selected as the extra subject in the large majority of cases. History has been taken but three times, and grammar also but three times. This decided preference for geography is partly to be attributed to the advice I have always given when asked what subject I most recommend.

A useful knowledge of grammar is hard for children to acquire.

I think that grammar is too hard a subject for any number of children in our National schools to master in a way at all profitable to themselves. A slight superficial knowledge of grammar is of no use at all, but this can hardly be said of geography, for if a child knows but a few of the most elementary geographical facts this is a useful knowledge as far as it goes. I have only once examined a school in grammar with thoroughly satisfactory results. Even pupil-teachers, after four or five years' special teaching, have generally but a very imperfect knowledge of this subject. I remember once being informed by a pupil-teacher at the end of her fifth year that "etymology" meant "parts of words "placed against each other so as to make the word com-"plete." "Synonymous," "letters put together;" "Syntax," "Latin words placed together" "Analysis," "without "meaning." No sooner had she thus defined analysis than she analysed a sentence passably according to the rules her teacher had endeavoured to instil into her. I have also heard a master, in many respects decidedly good, use ludicrously incorrect grammar while giving his class a grammar lesson.

History.

I am surprised that some period of English history is not more frequently selected as the special subject of instruction, for it is a subject in which it is easy to create an interest in children's minds; it gives them practice in reading, tends to improve their composition, and is perhaps almost better calculated to awaken the intelligence of children than any other subject they could study. In stating above that I have examined under the Minute in one-fifth of the departments I have inspected, I should have added that I have not reckoned schools in which I have examined a few children under Article 46 (*b*), which provides for the payment of a grant for children who have been examined in Standard VI., provided they satisfy the inspector in some specific subject of secular instruction beyond Article 48.

Difficulty in presenting the required one-fifth.

I should also state that in many schools special instruction has been regularly given in some extra subject, but that I have not been requested to examine in it from the inability of teachers to present the required one-fifth of the number of children in average attendance, over six years of age.

Suggestion for removing this difficulty.

This is one of the conditions I should be very glad to see relaxed,

for I feel sure that if managers had to present all or a certain proportion of the children under instruction in the classes comprising the three higher standards, without any reference whatever to the number of children in average attendance over six years of age, special subjects would be much more frequently taught than is now the case. In the large schools of the manufacturing districts, it is very frequently quite impossible to present the required one-fifth, without including many children doing only third standard work, and that children doing third standard work should also receive instruction in some higher subject, seems to me to be, in the majority of cases, an utter loss of time.

Payment should be made for more than one extra subject.

At present the Code provides for the payment of an extra grant for but one specific subject of instruction beyond Standard VI. I think for obvious reasons it would be most desirable that the extra grant, at present rate of payment, should be allowed for any number of extra subjects, not more than three, taught regularly throughout the year, provided a sufficient number of children could pass a satisfactory examination in them, and further, I do not see why, in Church of England schools, an extra grant should not be obtained for special religious instruction. If beyond the usual 30 or 45 minutes per diem given to religious instruction, the time tables provided for the special teaching of, say for example, the prayer book, and the children displayed an intelligent acquaintance with it, I think that the extra grant would be well earned and might fairly be claimed.

Children having passed in Standard VI. should re-pass in that standard as a condition of payment of grant.

One other suggestion I would make respecting the payment of grants as at present fixed. The Code now allows the grant of 8*s.* for every child who, having passed in Standard VI., can satisfy the inspector in some subject beyond that standard, and in the case of half-timers without any examination whatever. I think that in both cases the children should be required to repass in Standard VI. as a condition of the grant being paid, for I usually examine such children in the same work that I give to Standard VI., and they so freqently fail to satisfy me, that I cannot but conclude that there is a tendency to neglect them when nothing is to be gained by their examination.

Composition.

Composition might with great advantage be more frequently selected as the extra subject than it at present is.

Needlework generally fairly good.

In some of the schools under my inspection this most necessary branch of female training is very well taught, and the specimens of plain needlework produced are really admirable, but only a few schools come up to this high standard. In the large majority of cases the needlework is fairly good, calling for no remark, either in censure or in praise. In

Quantity produced very often insufficient.

many schools the number of specimens produced is in no proportion whatever to the number of girls under instruction, and frequently about half-a-dozen garments are produced as the work of a school with an average attendance of upwards of 50 girls. However well these few specimens may be worked I can never report favourably of the needlework, unless the quantity shown bears a fair proportion to the number of girls learning.

When I remark upon the small quantity of needlework produced, I am generally met with the reply that the mistress cannot get sufficient material for the children to work upon. It is of course the duty of managers to see that their schools are properly provided, but I think that in the majority of cases there is but little ground for this excuse. Where children are known to work well, more than sufficient material and orders for work are usually forthcoming. It is only where the children are unable to work fairly well that there is any lack of supply. In many schools the managers purchase a large supply of calico and other material, and the children make a number of useful garments, which are afterwards sold to their parents at cost price. This plan supplies the girls with amply sufficient work and at no appreciable cost. For instruction in needlework the girls should be arranged in three or four classes, or even more, and not only should a fair number of specimens be shown as the work of each class, but each girl should, as far as is practicable, produce something cut out, if possible, but at all events made entirely by herself. Cutting out is but seldom taught, even to the elder girls. This omission, except when the children are very young, is a very serious defect. Much time appears to me to be frequently lost by the needlework not being properly prepared for the children out of school hours.

Plan often successfully adopted for providing the girls with work.

Cutting out should be more frequently taught.

Work should be prepared out of school hours.

In one school in my district, St. Mary's, Lichfield, a sewing machine has been introduced, and with good effect. Only girls of a certain age (I believe 14 is the age fixed) are allowed to touch the machine, and not then unless they are fairly well skilled in all kinds of plain needlework, and are well conducted. Under these restrictions the introduction of a sewing machine for the use of the elder girls cannot fail to be valuable. Girls will stay, I am told, at the above school in order to learn the use of the machine. Needlework is not superintended by ladies so frequently as could be wished.

Sewing machines.

North Staffordshire prize scheme.

The North Staffordshire Prize Scheme, established, I believe, in the year 1853, continues to work most satisfactorily. I have been present at the two last examinations, and have revised a sufficient number of the papers done by

the various candidates to enable me to form a correct estimate of the work generally. With few exceptions the papers have been excellently done, and the candidates of both sexes have displayed a very considerate degree of intelligence in many of their replies. The present system of payment by results now generally acknowledged to be the correct system of apportioning State aid, and which has, I believe, been productive of much good in the country generally, has certainly a tendency to induce teachers to neglect the more advanced and intelligent scholars, that greater attention may be given to the backward ones. This tendency is very much counteracted by the establishment of prize schemes, and I am surprised that they are not more generally adopted. A prize scheme in every rural deanery or census district would, I am sure, be very advantageous if properly conducted, and I should be very glad if some method could be adopted by which they might receive some assistance from Government.

More general establishment of prize schemes very desireable.

At present the only stimulus given to children by the Committee of Council to encourage them in regular attendance at school, and industry when there, is the issue on certain conditions of the scholar's certificate. This appears to me to be productive of little good. They are seldom applied for when fairly earned. If they were made more attractive in appearance, and could be framed for the children gaining them, they would be much more highly valued and much more eagerly sought for.

Scholars' certificates.

With the working of the North Staffordshire Adult Education Society I am not so familiar as I could wish, but from the report issued by the Committee in October last, it appears to be making very satisfactory progress. The number of schools in union with the society was greater in 1869 than in any previous year. The examiner's report was satisfactory and encouraging. Several *village* schools competed last year for the first time. The total number of candidates examined was 185 (153 males and 32 females), an increase on the previous year of 12½ per cent. The ages of the candidates ranged from 12 to 22 years, and 59 prizes and 94 certificates were awarded.

North Staffordshire Adult Education Society.

Before closing my report, I would say a few words upon a question which has frequently come under my own consideration, and respecting which I have frequently been asked my opinion. I refer to the question of how far it is desirable that teachers should have a pecuniary interest in the result of the annual examination. I have no doubt whatever that in the large majority of cases teachers work with increased energy and perseverance when their incomes depend in a measure upon the results obtained. The only

Teachers should have a pecuniary interest in the result of the annual examination.

possible objection to their having a pecuniary interest in the amount of the grant, is the temptation it places in their way of falsifying the registers, but I have far too high an opinion of certificated teachers generally to think this is an objection to be seriously considered. No doubt here and there an unprincipled teacher may be found who would not be above falsifying the registers for his own pecuniary advantage, but I believe such cases would be very exceptional indeed, and I can honestly say that nothing pleases me more in my work than the very honest and straightforward manner in which teachers usually conduct themselves. With fair vigilance upon the part of managers, a teacher sufficiently unscrupulous to falsify the returns, must betray himself in one way or another to be totally unfit for his office. I therefore unhesitatingly recommend that teachers should, to a certain extent, be paid by the results they obtain.

I have the honour to be, &c.

F. WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector,* C. H. ALDERSON, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the* EASTERN *and* METROPOLITAN COUNTIES.

MY LORDS,

I HAVE the honour to lay before you my general report for the year ending 21st August 1869.

The number of the schools visited by me during that period has not materially increased. Nor has the level of efficiency in regard to the three elementary subjects much altered since 1867. The following figures show a slight gain in accuracy of instruction; the average per-centage of failure in the examination by Standards two years ago was between 14 and 15. In the present year it is rather more than 12; taking each subject separately the per-centage of failure stands thus:— Per-centage of failure much what it was in 1867.

In reading - - -	7·18
In writing - - -	9·84
In arithmetic - - -	18·

Slow but sound progress seems to be the chief feature of the fundamental instruction in my district. The slightness of this diminution of the rate of failure after a two years' interval disposes of one illusion which was popularly entertained when the Revised Code first came into operation. It was thought that after a few trials when the scholars should have gained confidence, and the teacher had time to study his inspector's crotchet, when in short the machine was once fairly started and in good working order, that the failures in the Standard examination would speedily dwindle to nothing. Cent. per cent. of success in the individual examination was counted on by sanguine teachers as the probable result *after a time,* in schools with any pretensions to efficiency. Experience has proved this anticipation to be a mistake. Entire success in the individual examination is by no means a matter of course even in a good school. It does not follow as a corollary from high general efficiency. Even in the best schools there is some fluctuation from year to year in the per-centage of success. It is one of the merits of the present system of examination that it compels a teacher to work hard, merely to hold his own. He loses ground the moment he relaxes his efforts. It is owing to this ever-impending liability to failure, as well as to the presence in school of a certain number of dull scholars whom it is

impossible to bring up to the mark, that the per-centage of success in the individual examination remains comparatively stationary.

It sounds like a platitude to say that these remarks on the instruction in my district refer to the instruction of the scholars whom I have examined and these only. Of the instruction of a large number of children attending the schools which I have visited, I can but form a conjecture, since for one reason or another they have not been submitted for examination. Out of 21,994 children present in school on the day of inspection 12,254 only were actually examined. This leaves 9,740 scholars whose faces I have seen, but as to whose attainments I know nothing; the number examined falls below even the number in average attendance throughout the year by some thousands. Most of these unexamined thousands have been shut out from the examination by the rule which requires 200 attendances as one of its conditions. Some considerable number after attending the specified times have been withheld on the ground of insufficient attainments, illness accounts for the absence of others. However capable of explanation, I think the broad fact that more than a third of each school has not been examined at all is a point which deserves consideration. The effect as it appears to me is to deprive inspection of at least a third of its value. It may be said that a child who is not tendered for examination may yet be learning something at school. But examination is the only reliable evidence of this, and experience unhappily proves that instruction which is never submitted to this test is seldom sound. There seems to me considerable risk of our arriving, though by a different road, at the same vicious result which was attributed by its critics to the unrevised system. It was an objection commonly urged against inspection as practised in days before the revised code, that under it the inspector instead of gauging every part of instruction was satisfied with culling mere samples of it. I find myself not unfrequently compelled to do the same thing now. The ranks are so thinned for examination that I often feel that what I have before me is not the whole school but a sample of it, a large and, so to say, quintessential sample, but not the school in its entirety.

Mixed schools.

The great majority of the schools in my district are mixed schools. Out of 140 separate institutions, no less than 103 were mixed schools. I do not think the mixed school the best organization. The highest culture, the most solid results, I have invariably found in departments separated according to sex. Unless the teacher is skilful the mixed school is apt to become a tangle of cross divisions and double classifications,

and this it is which makes the maintenance of good order in it more difficult than in the pure boy school. Then in regard to attainments one sex is always falling behind or getting in front of the other. The girls learn to read more quickly than the boys; the boys make more rapid progress in arithmetic than the girls; while needlework generally stands irreconcilably opposed to geography. There is a constant difficulty therefore in maintaining that common level of instruction which is implied by teaching boys and girls together in one class. The disadvantages of a mixed school are not unfrequently complicated and augmented by well-meant efforts to overcome or lessen them. The managers and teacher accept the principle of a mixed school, but by a system of artificial separations between the two sexes, disregard it to a great extent in practice. The result is a school within a school, an educational hybrid which I never find in very flourishing condition. If the principle of a mixed school be adopted at all, it ought I think to be adopted frankly and without any attempt at compromise, and the school should be in reality what it purports to be in name. Mixed schools are of two kinds, those under masters, and those under mistresses. Those under masters proceed as a rule much better than those under mistresses. The composition of a mixed school under a mistress is generally very abnormal and anomalous. It reminds one of some sort of malformation with a very large tail and a very large trunk and little or no head. The reason of this is that the boys are withdrawn by their parents at or about 10 years of age to be placed under the care of a *master* at some other school within reach. Consequently the boy element ceases to be represented in the school above Standard III. A few of the elder girls constitute the higher standards as well as that "whole class" which is required by the eighth supplementary rule under a certain penalty to be presented above the 3rd Standard. I hardly know of any instance where in a school of this kind a reasonable proportion of the whole school, say one-fifth of the annual average (exclusive of children under six) has been presented above the 3rd Standard. This shortcoming, however, has not been the fault of the teacher, it is caused by the depletion of the upper ranks from the premature withdrawal of boys.

Mixed schools under masters succeed better than mixed schools under mistresses.

The gradual development of mixed schools in my district is all in one direction. The tendency is not towards separate juvenile departments, but towards the addition of an infant school. There is generally a period of transition during which the infants up to the average number of 40 are instructed in accordance with the permission given by Art. 51 (*b*) of the code, in a separate room by an uncertificated

Development of mixed schools.

teacher. The Article to which I refer is of great value to mixed schools, and has met with very general appreciation. But as numbers and funds increase, this transitional arrangement is exchanged for another. The limited class of 40 infants expands into a separate independent infant school. I have already expressed my own preference for the pure boys' or girls' school. But the mixed school has this important point in its favour, that it generally draws an infant school in its train. The more I see of schools, the more am I convinced of the usefulness and value of infant schools, and the important part they play in national education. There is everything in the first impression made upon the mind of the young scholar, and it is indelible in proportion as it is made early. I believe that the fleeting character of much of the instruction given in schools is in a great degree referable to the want or inadequacy of infant training. If every boy periodically employed in "tenting" birds or "twitching" weeds had been grounded carefully for some years in a good infant school, his after-acquired knowledge would not be so speedily obliterated as it usually is by field work. With the aid of evening instruction he might recover a great part of it, and even make new progress. The infant school is at one end of the school career what the night school is at the other end; one of the two great practical opportunities for making a lasting impression on children whose education is liable to be cut short by the claims of labour. And with regard to those who are able to attend the day school with greater regularity, the value of infant training is no less obvious. The scholar who has proceeded from an infant school to an upper school is distinguishable from his fellows who have not had that advantage by the superiority of his discipline and attainments.

Infant departments.

School fees.

The largest separate item of school income in my district continues to be the parents' payments. The sum of the school fees exceeds the sum of the voluntary contributions by several thousands. It exceeds the total amount of the Government grant by more than 1,000*l*. I should greatly deplore the abrogation, under any altered system, of this source of school revenue. The school fee has a value quite distinct from its pecuniary value. It is something much more than a mere sum paid towards the maintenance of a school. A grant from the State is no doubt one of the main sinews of national education, but it descends upon a school as a sort of bounty from above, and so long as it is forthcoming the parent who is in the back-ground does not much trouble his head either about its object or its application. The voluntary contribution, again, is a matter in which the poor parent is not personally at all concerned. The school fee is a pay-

ment of an altogether different kind. It brings the parent into relation with the teacher, on the footing of a partner to a bargain, and constitutes him the critic of his child's education. I am constantly hearing from teachers of the local pressure which is brought to bear upon them. The parents want more time given to this subject, less time to that, or some other modification of the plan of instruction. Whether this pressure is wisely exerted depends on the intelligence and good sense of the parent; I have known instances in which it has been unwisely exerted; but that it should be exerted at all seems to me a healthy and hopeful feature in primary education. When it is considered that the chief obstacle to education is the apathy and indifference of the great mass of parents, the interest which an intelligent minority display in the schooling of their children is deserving of every encouragement. Under a system of gratuitous instruction the parents' voice would be silenced. It is heard now, because he conceives that the payment of a weekly fee gives him a right to speak. The cessation of that payment would reduce him to an attitude of quiescent acceptance of the boon bestowed upon him by the superior powers. Another advantage of the school fee is that it tends to promote regularity of attendance. The parent who pays his penny expects his pennyworth, and will take pains to get it. He will see that his child does not loiter on the road to school or play truant. However limited be his intellectual horizon he is keenly alive to the value of money which comes out of his own pocket. So strongly does this motive operate that I am told by teachers that parents often object to pay the full fee for a broken week. The mere fact that a penny must be ready every Monday morning has a marvellous effect in quickening the parents' care that it shall not be paid for nothing. On the other hand no parent is so indifferent to his child's progress as the one who is relieved by the charity of some neighbour from the necessity of paying a school fee. I say nothing of the inexpediency of "pauperizing" education, because it is assumed that gratuitous instruction is to be accompanied by a rate, and as a ratepayer the parent might still contribute towards the education of his child. There is, however, a great difference between a direct payment and an indirect payment. It is one thing to relieve an abstract pauper through the medium of the poor's rate, and another to drop a shilling in the hand of a visible Lazarus. A school rate may prove an adequate basis for the support of education, but it would not replace those peculiar advantages by which the direct and immediate payment of the school fee is attended. The parent's interest in his child's schooling would sensibly slacken; there would

no longer be the same anxiety which now exists to secure a return for the money expended upon it; and thus a valuable guarantee for the efficiency of the primary school would be sacrificed.

Certificated teachers.

As a body, the certificated teachers of my district, 187 in number, exhibit satisfactory ability and devotion to their duties. I have been lately struck, however, by what appears to me an abuse of the certificate system. I mean the mischievous facility with which a teacher whose inefficiency has been proved in one school obtains employment in another by mere virtue of his credentials. There is a singular vitality about an incompetent teacher. No sooner is he dislodged from one situation than he reappears in another. I have had recently before me an aggravated case of this kind, in which a teacher who had completely failed in a small rural school was promoted to a more important school in the next county, where he has remained for several years, sustained in office by the supineness of the managers, in the teeth of a series of unfavourable reports. Very serious evil is caused by lax or incautious recommendations. No teacher whose incapacity has been thoroughly established should on any account whatever receive a recommendation from any school or training college authority. The door of employment should be closed to him, and after a fair trial and due notice I should be glad to see his certificate revoked.

Assistant teachers.

The engagement of assistant teachers is in my district very rare and exceptional. Only five are at present employed. I regret this because there are many cases in which the assistant teacher could render precisely the sort of aid which is most needed. In a new school, for instance, the experience of a teacher of the intermediate rank would often be invaluable; worth much more at that particular juncture than the labour of the two juvenile pupil-teachers to which it is reckoned equivalent. But the obstacle to a more general employment of assistant teachers is their expense. Practically they are available in two cases only, where the school is large and wealthy, and where the school is situate in their own native place. An ex-pupil-teacher can afford to continue his service as an assistant teacher with a very slight increase of salary, when he can board and lodge at his own home.

Pupil-teachers.

There is no material increase in the number of pupil-teachers in my district. I hear in various quarters of the difficulty found in procuring them. As a body they are useful and well-behaved, and failure to pass their annual examination is rare. But on the other hand the promise of future professional excellence among them is rare also. Taking the fifth year examination as the highest outcome of their training, I am struck by the crudity and want of thoroughness which it

commonly exhibits. It shows a respectable mass of information, but very little mastery of any one branch; a mechanical familiarity with the various subjects, but no power of handling any of them intelligently. I notice this particularly in reference to the "original composition" which the fifth-year pupil-teacher has to write. The language is usually grammatical and the meaning tolerably well expressed, but the poverty of ideas which the exercise discloses is remarkable. In most cases it may fairly be characterized as an "original composition" wholly destitute of a spark of originality.

The teaching of an extra subject.

I am glad to be able to report a considerable revival of the teaching of one or other of the subjects in advance of the three elementary subjects. Favoured by the provisions of what is commonly known as Mr. Corry's Minute, instruction in one or more of the higher subjects has been resumed in many schools; the favourite subject selected is geography, and next to that grammar. I find that this part of the examination is attended by more uncertainty than any other. The difficulty is to make sure that the specified proportion of scholars shall answer well. In a class of 12, for instance, 9 must answer well or the grant is lost. It is here that the pinch is felt; the scale is sometimes turned against the grant by the sulkiness or timidity of a single scholar. The teacher is naturally disheartened to find that the good answering of 8 of his 12 scholars counts for nothing. The object of the "three-fourths rule" is no doubt a most proper one. It is very necessary to guard against the vicious habit that used to prevail extensively of concentrating the instruction of a whole class in a few show-scholars. It is possible, however, to run into the other extreme of over-stringency, particularly in a *vivâ voce* examination. I think that your Lordships might, not unreasonably, be satisfied to make the extra grant depend on the answering of a *clear majority* of the class. It may be useful to state the minimum of instruction which I have accepted under the head of the three principal extra subjects. Where geography has been selected I have insisted on a knowledge of the physical and political geography of England, leaving any further extension of the subject to the option of the teacher. Under the head of grammar I have required a thorough knowledge of the parts of speech, their definitions and use, and the parsing of a simple sentence taken from one of the more advanced reading books. In history I have given the teacher his choice, either of an outline of English history from the Norman conquest, or of a more full and careful preparation of a special period, comprising at least 150 years. I am not anxious for any very wide range of instruction; the grand point is that what the

children learn they should learn in an intelligent manner. I look for proofs of the power of thinking rather than of mere power of memory. The addition of "more advanced instruction" is worth very little unless it lifts a child out of the mechanical groove of his daily exercises. What I am constantly preaching to teachers is, Vary your methods. Don't be satisfied with one stereotyped form of answer, or with parrot-like repetitions of long lists of names or technical phraseology. Present each point to the minds of your scholars from different points of view and in new lights. A text-book on grammar or geography becomes a snare when it is blindly used as an instrument for cramming, instead of a starting point for an original lesson; it should be regarded as a mere text, to be commented on, amplified, and explained, as the ingenuity of the teacher may suggest. It is only by this method that any real insight into the subject is to be obtained.

Reading. There is one point to which I referred in my last report to which I desire, before concluding, to return in this; I mean the superficial character of the reading in many schools. The importance of explaining to the class the meaning of the words in their reading lessons is too commonly overlooked. It is by no means rare to find boys in the first class ignorant of the meaning of words of ordinary difficulty. There can hardly be a more serious fault of instruction, and it is one which I have announced my intention of visiting with serious consequences. I am sometimes told by teachers that they cannot find time to go into this point. But they find time to do a great many things which are of much less importance, and some of which appear to me to be a waste of energy. For instance, they set themselves with laudable pertinacity to exterminate provincialisms; they take endless trouble to secure a very pure and polite style of speaking and reading. The object is praiseworthy, but, considering the circumstances of elementary education, hardly worth the trouble bestowed upon it. While there remain so many other things to be done, and so short a time to do them in, the correction of provincialisms is not a matter of very pressing moment. There is something finical in the schoolmaster's crusade against provincialisms. So long as a boy reads with understanding I don't think that a provincial twang much matters; if his answers show intelligence an occasional barbarism in his speech may well be condoned. What I *do* regard as eminently unsatisfactory is reading which is mechanically word-perfect, but unaccompanied by any proof that the mind of the reader is alive to the sense of what he reads. I have found scholars in first classes unable to explain the meaning of such words

as "resemble," "civilized," "timid," and "herbage." How is reading to be made an instrument of culture if the mind of the scholar is suffered to lie fallow during the exercise; or what prospect is there of his retaining in after-life a taste for what has been to him a dreary piece of mechanical drudgery? It is idle to expect the grown-up labourer or artizan to take any pleasure in his book or his newspaper, if reading, in the days of his schooling, has been associated with nothing more than the painful concatenation of syllables and sentences.

I have the honour to be, &c.

C. H. ALDERSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector,* MATTHEW ARNOLD, Esq., M.A., *on the* BRITISH, WESLEYAN, *and other* SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* MIDDLESEX, HERTS, BUCKS, *and* ESSEX.

MY LORDS, January 1870.

I HAVE the honour to present to your Lordships my general report for the past year.

Alteration in district.

The counties of Suffolk and Norfolk were at the beginning of last year withdrawn from my district, and the county of Bucks was given to it in their stead.

Scholars examined.

During the school year more than 25,000 children passed under my inspection; of these, about 13,000 were presented for examination grants. My assistant, Mr. Healing, of whose care and skill in the performance of his duties I cannot speak too highly, has again at my request drawn up tables showing minutely the results of the examinations held by us; of these results I proceed to speak.

Result of examination.

Nearly one-half of the children in the schools inspected by me had been less than one year at school, one-fourth had been at school over one year and less than two years, the remaining fourth had been at school more than two years. Nearly one-half of the children, again, were under nine years of age; of the other half, two-thirds were between the ages of nine and twelve, the remaining third were 12 years old and upwards. The number of children present on the day of inspection considerably exceeded, as usual, the number in average attendance. The number presented for examination grants was nearly 66 (65·77) per cent. of the average attendance. In the previous year the number presented had been greater by 3 per cent. But in both years the proportion of children examined for grants was to the number actually present on the day of inspection 14 per cent. less than to the number in average attendance. The proportion of children in the higher and lower standards was almost exactly the same as at my last report; close upon 27 per cent. of those examined were in paper work, close upon 73 per cent. were in slate work. The rate of failure is for the scholars in paper work 2 per cent. less now than at my last report; for the scholars in slate work it is $1\frac{3}{4}$ per cent. less. The exact figures are: rate of failure in 1866–7, in slate work 11·2 per cent., in paper work 18 per cent.; in 1868–9, in slate work 9·5, in paper work 16 per cent. The intervening year 1867–8 was a bad one; the rate of failure was in slate work 12·8 per cent., in paper work 19·4 per cent. The total rate of failure

which in 1866–7 was 13 per cent., rose in 1867–8 to 14·56 per cent., but declined in 1868–9 to 11·3 per cent. Of last year's failures 20 per cent. were in arithmetic, 7·7 per cent. in writing, and 6 per cent. in reading.

Teaching by rote; its connexion with payment by results.

This gradation not ill represents the degrees of difficulty in teaching by rote the three matters of arithmetic, writing, and reading. I have repeatedly said that it seems to me the great fault of the Revised Code, and of the famous plan of *payment by results*, that it fosters teaching by rote; I am of that opinion still. I think the great task for friends of education is, not to praise *payment by results*, which is just the sort of notion to catch of itself popular favour, but to devise remedies for the evils which are found to follow the application of this popular notion. The school examinations in view of *payment by results* are, as I have said, a game of mechanical contrivance in which the teachers will and must more and more learn how to beat us. It is found possible, by ingenious preparation, to get children through the Revised Code examination in reading, writing, and ciphering without their really knowing how to read, write, and cipher.

Reading as taught for the Revised Code examinations.

To take the commonest instance: a book is selected at the beginning of the year for the children of a certain standard; all the year the children read this book over and over again, and no other. When the inspector comes they are presented to read in this book; they can read their sentence or two fluently enough, but they cannot read any other book fluently. Yet the letter of the law is satisfied, and the more we undertake to lay down to the very letter the requirements which shall be satisfied in order to earn grants, the more do managers and teachers conceive themselves to have the right to hold us to this letter. Suppose the inspector were to produce another book out of his pocket, and to refuse grants for all the children who could not read fluently from it. The managers and teacher would appeal to the Code, which says that the scholar shall be required to read "a paragraph from "a reading book used in the school," and would the Department sustain an inspector in enforcing such an additional test as that which has been mentioned?

The circle of the children's reading has thus been narrowed and impoverished all the year for the sake of a *result* at the end of it, and the *result* is an illusion.

Writing as taught for the Revised Code examinations.

The reading test affords the greatest facilities for baffling those who imposed it, and therefore in reading we find fewest failures, but the writing test is managed almost as easily. Let us take the middle of a school, generally the weakest part, and the part which requires most careful teaching,—the scholars in the Third Standard. There are books of the Third Standard

which, what with verse, pages of words for spelling, exercises for dictation, and sums, contain for the prose reading-lesson less than 50 pages of good sized print. The writing test for scholars of the Third Standard is to write from dictation a sentence from that same lesson of their reading-book in which they have just previously been set to read. Verse is not commonly used for the reading of the Third Standard; an examiner would hardly choose to set the very dictation exercises given in the lesson book; there remain the 50 prose pages which the scholar has been reading and re-reading all the year. His eye and memory have become familiar with them; he has just refreshed his acquaintance with one of them by reading it; from this page he is now set to write a sentence slowly dictated to him by a few words at a time. Can it be said that because a child can spell this sentence tolerably and thus produce the required result, he may therefore be set down as able to write easy sentences from dictation? and must we not own that this *result* also is in great measure an illusion? We see accordingly, that though the rate of failure in writing does exceed that in reading, yet it exceeds it very slightly, and both are quite inconsiderable.

Arithmetic as taught for the Revised Code examinations.

In arithmetic, the rate of failure is much more considerable (20 per cent. in arithmetic, to 7·7 per cent. in writing, and 6 per cent. in reading). To teach children to bring right two sums out of three without really knowing arithmetic seems hard. Yet even here, what can be done to effect this (and it is not so very little) is done, and our examination in view of *payment by results* cannot but encourage its being done. The object being to ensure that on a given day a child shall be able to turn out, worked right, two out of three sums of a certain sort, he is taught the mechanical rule by which sums of this sort are worked, and sedulously practised all the year round in working them; arithmetical principles he is not taught, or introduced into the science of arithmetic. The rate of failure in this branch also will thus, in all probability, be gradually reduced, but, meanwhile, the most notable result attained will be that which has been happily described by my colleague, Mr. Alderson, when he says, "Unless a vigorous effort is made to infuse more intelligence "into its teaching, *Government arithmetic* will soon be known "as a modification of the science peculiar to inspected schools, "and remarkable chiefly for its meagreness and sterility."

Teaching of elementary matters in German schools.

Those who know the German schools know the extreme care taken there to teach elementary matters in such a way as to develop as much as possible the intelligence of the children, and to give them some real mental power. M. Baudouin's report to the French Government on the

primary and secondary schools of Germany, Switzerland, and Belgium, a work which is, I believe, in the library of the Department, exhibits in full detail illustrations of this prominent feature in German teaching. In my opinion, the want of it in English schools is, and long has been, at least as real a shortcoming in them as their imputed neglect of the lower and more backward children. Not less than this neglect it needs, and has long needed, on the part of the Education Department some action to correct it.

The Minute of February 20th, 1867.

The Minute of February 20th, 1867, was meant to correct that impoverishment of the instruction, which was due to the mechanical routine brought in by the Revised Code examination.

But it proceeds just in the same course as that examination proceeds. It attempts to lay down, to the very letter, the requirements which shall be satisfied in order to earn grants. The teacher, in consequence, is led to think, not about teaching his subject, but about managing to hit these requirements. He limits his subject as much as he can, and within these limits tries to cram his pupils with details enough to enable him to say, when they produce them, that they have fulfilled the Departmental requirements, and fairly earned their grant. The ridiculous results obtained by teaching geography, for instance, under these conditions, may be imagined. A child who has never heard of Paris or Edinburgh, will tell you measurements of England in length and breadth, and square mileages, till his tongue is tired. I have known a class, presented in English history, to take the period from Cæsar's landing to the Norman Conquest, and to be acquainted in much detail with the Roman invasion of Anglesey; but Carnarvon, on the coast opposite Anglesey, being mentioned, they neither knew what Prince of Wales was born there, nor to whom the title of Prince of Wales belonged. Another class took the period from Cæsar's landing to the reign of Egbert, and knew the history of this period, or what passes for its history, minutely, but only one of them had heard of the battle of Waterloo. It is true, for this sort of unsound performance inspectors pluck candidates for the supplementary grants much more freely than they pluck candidates for the main grants. But this is only because these supplementary grants are so insignificant that managers and teacher care comparatively little whether they are obtained or not, and meanwhile, the object of the Department, to counteract the narrow, unintelligent mode of instruction encouraged by the Revised Code, is not attained.

The Newcastle Commission and

Great stress has been laid on the declaration of the Duke of Newcastle's Commission, that "the object is to find some

the points it insisted on.

" constant and stringent motive to induce teachers to do " that part of their duty which is at once most unpleasant " and most important." This unpleasant and important part of their duty, according to the same Commission, is, " to see that all the children under their charge really learn " to read, write, and cipher thoroughly well." And some of my colleagues speak as if this undoubtedly important and desirable object were certainly attained by giving to our examinations their present character, and as if whoever wished to modify that present character, contested the importance and desirability of that object. " If children are " not well taught and trained in the lower classes," says Mr. Duport, " they will never be taught at all." And again, " First, let a school be thoroughly in working order from top " to bottom as regards accuracy of elementary grounding." Undoubtedly; but is a child's elementary grounding in thorough working order, because he can read fluently a sentence in a short book which he has been reading and re-reading all the year? But perhaps it is only meant that the elementary grounding is in thorough working order comparatively with what it was formerly, before the legislation of 1862. This is a hard comparison to make with accuracy, so as to be sure that the improvement in question has actually taken place. To say with confidence *yes*, one ought to have known well a district of schools, and the same district, for at least five or six years before the legislation of 1862 as well as after it; whereas some of those who say *yes* with most confidence, seem but, before 1862, to have been well acquainted with one school. However, no one questions the advantage of an individual grant-rewarded examination, or that the Newcastle Commissioners did well in *suggesting* it, or that the Education Department did well in giving effect to this suggestion; the real question is, and it is eminently a question for educationists, since the general public has neither care nor skill for it, and is sure to be perfectly satisfied as soon as it hears of *paying by results*,—the real question is, whether we have not somewhat overdone this sort of examination by attaching to it so overwhelming a share of our grants, and consequently so overwhelming an importance; and whether some improved mode of combining it with the old inspection might not be hit on.

The inspector's power to prevent mechanical teaching.

It is urged, indeed, that the remedy is in the inspector's hands, because " it can only be by the express recommenda- " tion of an inspector that any school obtains its full grant " while it produces nothing better than mechanical results, " and if, after due warning, any school continues to do so, " the reason must lie in the inspector's acting on only half of " his instructions." So it is the inspector's neglect of duty

which appears to be in fault. But I ask again,—Suppose the inspector were to produce a book out of his pocket, and to pluck all the children who could not read fluently from it, would the Department sustain him? The managers would appeal to the Code, which says, that the scholar shall be required to read "a paragraph from a reading "book used in the school." It is just the weakness of a system which attempts to prescribe exactly the *minimum* which shall be done, and which makes it highly penal to fall short of this *minimum*, that when the *minimum* is somehow produced, there seems a good deal of hardship in still exacting a penalty. If the inspector inflicted deductions to any such extent as really to grapple with the evil of mechanical teaching, I cannot but think that he would find himself in collision with that very necessary official notification concerning the power of inflicting deductions, which he received at the outset,—*My Lords do not wish this power to be exercised in any but serious cases.*

Again, it is urged that an inspector is not forbidden by the Revised Code to retain "a liberal and intelligent inspection" along with the new examination, and that an inspector who has an assistant has ample time for such inspection. But the question is, not whether an inspector can make such an inspection, but whether the school will care much for it when it is the new examination which brings the grant, and whether it will do as much good as it formerly did when it is no longer much cared for.

Test examinations; reasons against an excessive use of them.

All test examinations, it is said again, may be said to narrow reading upon a certain given point, and to make it mechanical. If a man wants a certificate or diploma of you, you say you will give it him if he learns this and that, which you prescribe; and you may be said to cramp his studies by thus limiting them. Certainly, if a man wants a certificate, or a diploma, or honours, of you, you must fix just what he shall get them for, which is by no means of the same extent as a liberal education. But this is a reason against making an excessive use of such test examinations, of turning too much of a man's reading into reading for certificates, diplomas, or honours. This is why our University system of examinations, competitions, and honours, is so little favoured in Germany.* But, at any rate, to make a narrowing system of test examinations govern the whole inspection of our primary schools, when we have before us, not individuals wanting a diploma from us, but organizations wanting to be guided by

* The least studious of German countries, Austria, is the one most abounding in university examinations like our own. "*Le pays à examens, l'Autriche, est précisément celui dans lequel on ne travaille pas,*" says M. Laboulaye.

us into the best ways of learning and teaching, seems like saddling ourselves with a confessed cause of imperfection unnecessarily.

Suggested means for improving our system of grants and examinations.

Admitting the stimulus of the test examination to be salutary, we may therefore yet say that when it *is* over-employed it has two faults: it tends to make the instruction mechanical, and to set a bar to duly extending it. School grants earned in the way fixed by the Revised Code,—by the scholar performing a certain *minimum* expressly laid down beforehand,—must inevitably concentrate the teacher's attention on the means for producing this *minimum*, and not simply on the good instruction of his school. The danger to be guarded against is the mistake of treating these two,—the producing this *minimum* successfully and the good instruction of a school,—as if they were identical. The safeguard seems to be in reducing the overwhelming preponderance of this examination and its results, at the same time that we retain all its useful stimulus.

In my report two years ago I said, "*More free play for "the inspector, and, in consequence, more free play for the "teacher.*" As long as the whole grant-earning examination turns on results precisely and literally specified by the Department beforehand, so long the inspection will be mechanical and unintelligent, and it will inevitably draw the teaching after it.

It will be remembered that the Duke of Newcastle's Commission attached great importance to leaving *inspection* just as it was, the new capitation grant examination being therefore kept subordinate to it, and committed to a subordinate functionary; for when, practically, the substantive result of the inspector's proceedings in a school is the grant for this examination, it will, whatever the Department may say, efface everything else.

The Newcastle Commission proposed 15*s.* per head as the *maximum* grant to be earned per scholar. Our actual *maximum* is 12*s.* per head, the grant under the Minute of February being so insignificant (about 13,000*l.*, I think, last year for the whole of England) that it is not worth taking into account. Of this 12*s.*, 4*s.* is maintenance grant, paid on average attendance; 8*s.* is capitation grant on examination in reading, writing, and ciphering.

Reduction on examination grant.

Some such plan as the following seems to me calculated to temper what is excessive and retain what is useful in the system now in force:—Suppose, the 4*s.* grant on attendance being left as it is, the examination grant were reduced from 8*s.* to 6*s.*; 2*s.* on reading, 2*s.* on writing, 2*s.* on arithmetic, instead of 2*s.* 8*d.* on each of these branches as at present. To

the 2*s.* thus saved let there be added a third shilling, making a 3*s.* grant on average attendance, to be paid if the inspector finds the school taught with *intelligence*, if he finds *proper extent* given to the instruction, if he finds the work done *in good form and style*, and if, finally, the staff of pupil-teachers is not less than one for every 40 scholars after the first 25. The inspector to have the power to recommend the reduction of this higher instruction grant by thirds for failure in any one of the three first points specified. The fourth point to be a condition of the grant being paid at all. Introduction of a *higher instruction grant.*

The stipulation in point the third (that as to *form and style* of work) would give the Department an opportunity of checking the inspector's recommendations and verifying their accuracy, because the paper work of the Fourth, Fifth, and Sixth Standards, in which this merit of *form and style* would chiefly appear, is sent up to the Department. But some confidence must be reposed in the inspector if the inspection is to have any life at all.

Thus there would be three grants, an *attendance grant* of 4*s.*, an *elementary examination grant* of 6*s.*, a *higher instruction grant* of 3*s.*; total grant to be earned, 13*s.* The need for grants under the Minute of February, and for that Minute itself, would cease. The reduced grant for elementary examination might, perhaps, be made earnable by schools not under certificated teachers, if they were reported healthy, properly fitted, and conducted with due order.

The Department might with advantage recommend managers to pay out of the higher instruction grant a sum to the principal teacher not less than the sum he would formerly have received as gratuity for instructing his pupil-teachers. The recommendation would be sufficient in general without an absolute appropriation of the grant or a part of it; but the Department might also reserve the power of withholding the grant altogether in cases where it appeared from the inspector's report that the recommendation was disregarded without fully sufficient cause. Some encouragement of this kind to make teachers seek diligently for pupil-teachers, and cordially instruct them, I look upon as almost indispensable if our pupil-teacher system is again to become what it once was, and what our coming wants require. The institution also of a system of superannuation grants for teachers cannot be much longer delayed. Payment to teachers out of this grant.

Several of my colleagues have said how acceptable and useful the yearly volume of minutes and reports issued by the Committee of Council would be to the teachers of schools under inspection. Blue Books are often reproached with being costly to produce and unread when produced; it seems Desirableness of supplying teachers with the Education Reports.

a pity not to convey the Education Blue Book to quarters where it would be read with keen interest and turned to practical use.

Compulsory and gratuitous schooling.

The questions of compulsory schooling, gratuitous schooling, secular schooling, are rapidly passing out of the sphere of abstract discussion, and entering into the sphere of practical politics. In that sphere, however they may be settled, it will not and cannot be on their merits; and it seems vain to repeat the considerations proper to one sphere when the matter is about to be settled in another. As to compulsory schooling, I will only say that in no country is the text "*The bread of the needy is their life; he that depriveth them* "*thereof is a man of blood*," felt with so much force as here; that a law of direct compulsion on the parent and child would therefore, probably, be every day violated in practice; and that, so long as this is the case, to a law levelled at the parent and child, a law levelled at the employer is preferable. As to gratuitous schooling, which is supposed to follow necessarily upon compulsory schooling, I will only remark that in Prussia, where schooling is compulsory, and really compulsory, there is no primary school which does not levy a school fee, though a low one.

Religious instruction.

There remains the question of secular schooling, and this is a question of which the solution is above all likely to be governed by politics, lay or religious, and, by being so governed, may do serious harm to education. I address myself on this point to the managers of British schools, with many of whom I have an acquaintance of now nearly 20 years. One of the main objects for which their schools were instituted was to promote the knowledge of the Bible. That this or any other branch of instruction will be really provided for by the Sunday school no serious educationist believes; but neither is it really provided for if it is withdrawn from inspection. My own observation, my inquiries, and the entries of the teachers in their log-books, all convince me that the knowledge of the Bible in British schools is not what their managers would wish it to be. The other day, in a school where the managers were so solicitous for this instruction that they begged me to hear and take part in an examination in it, the question was asked in the boys' school, "Of whom was it said, '*Behold an Israelite indeed in whom* "'*is no guile*,' and who said it?" Not a boy could tell. The same question was asked in the girls' school in the afternoon with the same result. This does not surprise me, for it follows naturally from the Bible knowledge of the children being wholly excluded from the matters which appear in the school's inspection. Let the managers of British schools set

an example which other managers also, if they are wise, may follow. Let them make the main outlines of Bible history, and the getting by heart a selection of the finest Psalms, the most interesting passages from the historical and prophetical books of the Old Testament, and the chief parables, discourses, and exhortations of the New, a part of the regular school work, to be submitted to inspection and to be seen in its strength or weakness like any other. This could raise no jealousies; or, if it still raises some, let a sacrifice be made of them for the sake of the end in view. Some will say that what we propose is but a small use to put the Bible to; yet it is that on which all higher use of the Bible is to be built, and its adoption is the only chance for saving the one elevating and inspiring element in the scanty instruction of our primary schools from being sacrificed to a politico-religious difficulty. There was no Greek school in which Homer was not read; cannot our popular schools, with their narrow range and their jejune alimentation in secular literature, do as much for the Bible as the Greek schools did for Homer?

I have the honour to be, &c.

MATTHEW ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, E. H. BRODIE, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *inspected by him in* LANCASHIRE *and* YORKSHIRE.

MY LORDS, February 1870.

District somewhat altered in 1868.

THIS district was somewhat lightened two years ago; for, though schools were then added to it, and its area extended, a larger number were subtracted. Those added consisted mainly of the Stockport and Preston groups, though the limits of the district now include Skipton and Sedbergh in Yorkshire, and Barrow in Furness, and Ulverston in Lancashire. The most important group withdrawn embraced the Liverpool schools, mostly large and generally containing three departments each. The relief afforded was transient. Schools have increased and are still increasing. Forty-three new ones have been added in the two years having 49 departments, and there are at least a dozen more on my list for the current year already. How far all these are actually needed and supply real wants it is not easy to say. I certainly know of some among them that do this, and do it effectively, and testify not a little to the energy, public spirit, and self-denying zeal of those who set them up and now support them. Others seem to me to fill no such gap, and at least one or two seem to be mere adjuncts and afterthoughts of the Sunday school. It is significant that two call themselves "undenominational schools" by way, I suppose, of a sort of reactionary protest against sectarianism. There are plenty of signs that the denominational system tends fast to become a mere scramble for the public money, and unless its aberrations be checked, and its vagaries curbed, it will end in much worse waste and abuse than even now obtains. Schools badly distributed, and capriciously erected, do not always fill, whence an argument has been drawn to prove that plenty of school accommodation exists, and that parents are indifferent to their children's schooling. Not correctly. Schools multiplied in the same locality necessarily do not fill but by emptying each other, and, often not really wanted, cannot pay for a good teacher, or rise into large, well-known, and popular institutions. Nor again do these schools really seek or court the class which could not only fill, but inundate them, the street Arabs. They are wholly for the genteel and semi-genteel. As for parental indifference, in the very lowest stratum of society, I doubt not, it exists in a very sad degree, though probably even there less than suspected, for after all it is not

Influx of new schools since.

How far needed.

Denominational system tends to waste and abuse.

A popular fallacy confuted.

easy to obliterate strong instincts; but I am much more struck by the opposite fact as regards the parents of the scholars inspected by me. I find good schools not merely full, but overflowing, and the attendance in such schools much more regular than is popularly imagined. Good schools all full.

The New Jerusalem school in Peter Street, Manchester, and the Lower Mosley Street British School, are within a third of a mile of each other. In the former I lately examined 642, in the latter 594 children. Both are most excellent schools, and have borne the highest character for years. Children of every conceivable denomination attend both. Whether wanted or not, however, the new schools afford work to the Inspector, who, economise time as he may, must still often give up a whole day to each, irrespective of its numbers, and thus my time has been fully occupied. Indeed, what with a heavy increase of work, partly from this partly from other causes, tedious to recount, and the constant tendency of the mere routine business to run more and more into detail every year, I have been compelled during the last year mainly to limit myself to individual examination alone, and the ascertaining of the fulfilment of all conditions on which grants are paid. I lament this, for if individual examination discovers, as no doubt it searchingly does, the actual state of the school, it is the general inspection with its inquest into methods, observation of teachers and teaching, and survey of the school as a whole and in classes, which no less certainly reveals the cause of the state in which it is found. I proceed to give the chief results of my year's examination, and, according to practice, to add certain facts and comments.

General increase of work.

Use of the general inspection as distinguished from individual examination.

Examination of Day Schools.

The total number examined in the day schools has been 24,860, of whom passed in reading 22,722, in writing, 22,837, in arithmetic, 20,017. The per-centage of success is for reading, 91·395, for writing, 91·86, for arithmetic 80·5. These figures show that the schools in my district exhibit comparatively with two years ago, a very slight falling off in reading and arithmetic, and a very slight improvement in writing. The results, however, compare very favourably with those for England and Wales as stated in the last blue book (page xxiii.) Those results gave the following per-centage of success for England and Wales. Reading 90·03, writing 88·16, arithmetic 76·49. All of course depends in comparisons of this kind on the relative standard. I can truly say that I have, as always, followed the instructions laid

Results of individual examination in reading, writing, and arithmetic.

Good compared with the general results.

Tenths deducted under Revised Code 52 *a*.

down in the Code, and that I do not think I have erred on the side of leniency. Indeed, tenths have been deducted for faults of discipline and teaching from the grants in at least 10 cases, and the grant for higher subjects (Minute, February 20th 1867), has not been recommended in several cases on account of the poor and barren way in which the subject was inculcated. Having now been more than five years in this district, I propose to do what hitherto I have carefully abstained from doing, and give a list of the really excellent schools in it. Such a list of schools, carefully and impartially selected by the Inspector, and published from time to time might indeed serve as a useful recognition of sterling professional merit.

I subjoin one therefore, and from the 236 departments examined, select as excellent the following 17, marking the half-time schools with an asterisk.

List of excellent schools.

Audenshaw, British.
*Burnley, Wesleyan.
Didsbury, Wesleyan.
Farnworth, infants', Wesleyan.
*Hippings, Wesleyan.
Manchester, Free.
,, Lower Mosley Street, British (all three departments).
,, Peter Street, New Jerusalem (both departments).
Openshaw, Wesleyan.
*Padiham, Wesleyan.
*Pits o' th' Moor, Wesleyan.
Salford, Gravel Lane, Wesleyan.
,, New Jerusalem, boys'.
*Staleybridge, Factory.

I have not thought myself warranted in adding to the above list comparatively new schools, though in one or two cases unusually good, and I have studiously excluded all schools, however excellent in certain points, or however generally well taught, in which I detected any flaws either of discipline or instruction. Thus several, bordering on the above list, and even one or two of very considerable general merits are omitted.

Half-time schools very valuable.

Of the half-time schools generally I desire to speak with great satisfaction. Occasionally I have observed that some speakers and writers somewhat disparage them. Having had long experience of this class of schools, first in the West Riding, and since in Lancashire, I desire to testify to their very great value. The very best of them, though not indeed quite equal (nor can they be expected to be so) to the best of the ordinary class, still fall very little short of them.

Excellence of schools due to three things.

As these schools need in a special degree the most perfect powers of discipline and method, many resources and skilful teaching, those teachers of them who are successful deserve

great praise. As to the excellence of the above 17 departments, viewed generally, how is it obtained? Mainly, I answer, after assuming good health and average circumstances, by three things, drudgery, enthusiasm, or the desire of thoroughness, and experience. I believe that in every school of the above 17 the teachers are the same, except in one case, that of Gravel Lane (and there the excellent master had had long continuous experience elsewhere), as were in them at my first visit. So much for experience. Drudgery and a desire to do things in a workmanlike style are, equally characteristic of the teachers in these schools. They are also nearly all large schools, which as a rule, are, within certain limits, far the best fields for bringing out the teachers' capacities, and for infusing into the pupils the spirit of work, and a certain *esprit de corps*, as belonging to an institution of some character and position.

Large schools the best.

The little schools in my district, which are few, do not get on very flourishingly, and if they happen to combine three evils, as some do, they stagnate, or die and revive alternately. The worst type of school is to be a small school, rural, mixed, that is for boys and girls, and under a mistress. The few of these which I have do not prosper. The great mass of my schools are fair, and unquestionably improving; a few are decidedly bad, and what is worse, I have been unable to get them improved. If I have written a bad report, the managers, who in such cases rarely manage, have sometimes resented it. A great mistake. The continued inefficiency of a large school is a public calamity, and nothing is more thoroughly beneficial than the kind and genial supervision, without interference in the teacher's province, of friendly and humane managers. In a girls' school I think the influence of a lady most happy and most desirable in every way. The girls seem to me, thus looked after, brighter, cleaner, happier, readier, more docile, more diligent, and more thoughtful altogether. The absence of such management is a misfortune. There is another kind of management, different from this, but equally fruitful in its way of good results. It is that of the parents whose children frequent the school. When the parents themselves form the committee, they naturally enough make a good one, and take a wholesome and lively interest in everything appertaining to the school and their children's progress. Such a committee I have found at Doals, a village near Bacup, and much wish that there were more of the kind. It is something to get committees, which, if they seldom or never visit the school, are at least conversant with its affairs, and take care to appoint thoroughly reliable teachers. But I confess that I am

Small schools of a peculiar type unhappy as to progress.

The great mass of schools are fair and improving, a few very bad.

Committees and committees.

Best type.

Another good type.

A third type.

The worst kind.

distressed, when I find that the committee consists of gentle men immersed in multifarious business, with whom, such is their inevitable hurry, I rarely have the pleasure of being able to confer on matters important to the good of the school which they profess to represent. They seldom attend the inspection, or, if they do, are in and out of the school in a minute. I dwell on this topic because the use of a good managing committee is really very great, and, because the sequel of this report will show that the committee's neglect is the teacher's opportunity, who often gets out of his proper sphere, and becoming alpha and omega of the concern makes the school a private adventure affair, and manages or mismanages at will finance, accounts, portfolio, log-book, teaching, and everything.

Evils from want of good committees.

Teaching.

I pass on to teaching, and shall summarily notice the chief faults observable under this head in the more middling class of schools. Generally they are to be all comprehended under the catalogue of imperfect, inexact, slipshod, careless and stupid teaching. Reading is slovenly, not audible enough, its first requisite being audibility, as legibility is of writing; next the heading of the lesson is omitted, and the class thereby habitually rendered inattentive to what is going on; dates, such as 1015, are read, as though from a railway guide, ten-fifteen; all sorts of idle little mistakes, and errors of pronunciation, with the substitution of easy and known for harder words, a familiar dodge of the careless tyro, passed over with no animadversion. It is needless to add that in such schools the reading of poetry, where all excellence depends on truth of emphasis and expression, is a mere mockery. The muses are murdered indeed. Sad hash too does Standard VI. in such a school make of a "Times" leader, or one of Mr. Bright's speeches; both of which, as well as "the Deserted Village," and certain scenes from Shakespeare, I can get very fairly read in the best schools.

Reading

Writing.

Even writing in poor schools, that most mechanical of exercises and formal of lessons, is ill done. In Standard I. the letters are not made of uniform size, nor their variety of shape brought home to the pupil's eye with exactness. The exercise of Standard II. being very easy (for the pupils have but to copy from the open book a line or two) is carelessly performed. The children do not seem habituated to use their eyes, and making strange mistakes write also in a slovenly way. For the higher classes in all schools I think it would be good to introduce more of letter writing, précis, abstract, and to impart, if possible, something of an intellectual character into this dull but indispensable study. Children require too to be taught to write well and quickly at the

same time. It is not sufficient to write an excellent copy in an hour.

Arithmetic, from its initial stages onwards, needs clear explanation in homely words. This is too much neglected in the middling schools, and the different processes are not clarified to the childish understanding. Hence little interest in a very interesting study, and many significant failures on examination day. Notation is not made part and parcel of the child's mind; subtraction is not disentangled of its difficulties, nor the fact exhibited that while the whole of one number can be taken from the whole of another, parts of the former cannot be taken from parts of the latter, in which the knot of the rule is found. Arithmetic.

Higher subjects even in the best schools are not taught altogether so well or so interestingly to ingenuous youth as they might be. I find geography taught too much memoriter; and indeed sententiously, the children getting grand big phrases by heart such as climates being "mild and "salubrious," but severe method is wanting. Neither is physical geography, pure and simple, taught, nor this in connection with history and politics, so as to make the geographical knowledge imparted a real mental acquisition. Higher subjects. Geography.

Almost every month brings me some new English grammar, but few are practical, and the teaching of it is formal and often useless, disguising real ignorance under the mask of long words and empty phrases. However English grammar be defined, it is practically the classification of our language by means of terms derived almost entirely from the Latin, and slightly too from the Greek. Hence the supreme need of explaining the terms, illustrating them, and seeing that the pupils have grasped and can clearly realize and reproduce the explanation; most of which has yet to be done. For 20 children who can shout out the words "abstract," "infinitive," "auxiliary," "antecedent," and so forth, scarce one can explain, much less exemplify their meaning. A noisy clamour of tongues is succeeded by dead silence, and real ignorance betrays misapplied and barren, though often zealous and even earnest teaching. Grammar.

As to history, I blame less the teachers than the manuals. What rubbish they are! History.

The reading books generally are now very fair, though it is difficult eclectically from all to cull a perfect series. But the history manuals are, alas! what they are. A deplorable fact! For how noble is the long story of our national life, how diversified, how fertile in moving incidents, how animating with grand characters, how full of great lessons, inspiring with high thoughts, what a worthy theme for Bad manuals.

narration to the young in simple language. Will no one write it in such words as Southey used to tell the heroic tale of Nelson's life? Will no one supersede such stuff as this which I quote from a popular reading book, which devotes two pages to the reigns of the three Edwards and Richard II., and about half a page to Elizabeth, concerning whom this interesting scandal finds place. "Among others "the Earl of Essex paid his addresses to Elizabeth, and "became her chief favourite; but at last he offended her, "and was sentenced to lose his head." The credulous compiler adds with female minuteness how the great Queen pined away, refused food, propped her head on cushions, and died of ennui!

A good poetry book needed.

A good poetry book is also much wanted. The best I have yet seen, containing much that is good, has two great faults. It has no principle whatever of arrangement, nor does it severely enough exclude mediocrity and fungus poetry. Jingles, tinsel, and weak sentimental pieces are admitted. Mr. Arnold's suggestion that there should be an enlightened supervision of our school books after the example of Germany, always a parental nation to the young, seems to me to deserve every consideration.

Criminal literature.

Another supervision is yet more desirable. For, *à propos* of reading, can nothing be done to check criminal literature? If Holywell Street does not exist in Manchester, plenty of poisonous stuff is still sold and read. I wish it could be suppressed, for disinfected it can hardly be. Its results are not fanciful. I pass by the abnormally inhuman Tropmann, who had fed his mind on literary carnage, but I glean from our own newspapers plenty of instances of crimes committed through a too early acquaintance with criminal literature. The great nun case of "Saurin *v.* Starr" gave birth to much of a very revolting kind. I bought in a most respectable looking bookseller's shop in one of our rising Lancashire towns "The Mysteries of a Convent, by an escaped Nun," at once a disgusting and mendacious pennyworth, forming Part I. of the "Universal Sensation Library," price 1*d.* The first number is spicily entitled "The Murder in the Old Stone Quarry, or the Wanderer's Return." To make people moral by Act of Parliament is not indeed very feasible, but something perhaps might be done to prevent children ("maxima debetur puero reverentia") being prematurely made immoral. The best antidote, however, would be to encourage everywhere the establishment of good school libraries, containing ample store of suitable childish literature. This I advocated long ago in the first report I ever wrote.

Antidote.

I should not advert to the Revised Code, nor superfluously advocate its great merits, had I not observed with regret of late in this district a strong tendency to decry it. Revised Code.

The mob's cry in an age, when all alike, "indocti doctique," write and talk on every conceivable subject, may be passed by; but the words of men, calm and dispassionate, generally masters of their subject, and who have no little weight with their audiences, deserve notice. One of these "feared that "we had receded in this locality in the last 20 years "through the operation of the Revised Code, which gives "the primary schoolmaster no interest in teaching anything "but reading, writing, and arithmetic, though lately the "department had a little encouraged higher teaching." The statement refutes itself. An effect cannot precede its cause, nor can the Revised Code, which has been in full force about seven years, have made education recede during twenty. As to the schoolmaster's "interest" in teaching higher subjects, it means, I presume, pecuniary interest, which the Revised Code neither created nor destroyed, as it did not exist previously. The Code, as was well observed at the time, "prescribed a minimum, but proscribed nothing." Having examined schools in the primæval period before the Code, and also since, I wish to say that the result of my experience is that the Revised Code has in no way discouraged higher teaching. A certain number, generally of better circumstanced schools, taught grammar, geography, history, &c. formerly; these schools have taught them more or less in the same way since. Meantime the Minute of 20th February 1867 has been a useful, supplementary, and corrective addition to the Code, by somewhat stimulating this so-called higher teaching, and defining conditions on which payment shall be granted for it. The above statement, however, has been echoed and repeated *ad nauseam*, by speakers at public meetings, and has by sedulous propagation got itself into a fair way of being believed. Connected with it is the utopian wish for teaching almost every conceivable subject in the day school. This is no fancy. Pamphlets of all kinds have been forwarded me during the last year urging the inculcation of this, that, and the other. I cannot help wondering whether these facile prescribers of omniscience for children of the poor have ever entered the interior of the schoolroom, so as to know anything of what has to be done in a very brief time, and too often against wind and tide. Do they imagine with Dogberry that reading and writing come by nature?

Attack upon it refuted.

It has not discouraged higher teaching.

An elementary school cannot teach the circle of the sciences.

Physical instruction, technical instruction, sanitary knowledge, industrial employments, the whole circle of the

sciences, and kindness to the brutes, may be an excellent syllabus, but it sounds to me like a curriculum constructed from the inner consciousness. "Vain wisdom all and false philosophy."

What ought to be taught.

Two chronic evils hamper education, early leaving, irregular attendance. Bearing these in mind, let us through our machinery of infant schools, multiplying these admirable institutions wherever we can, get hold of the youngsters as early as we can, and, after breaking them in there, while happily ignorant that they are being broken in, pass them on to the elementary school, and there teach them what we can and as well as we can; first, the most important primary branches, which are not exactly knowledge at all, but faculties, means, new eyes, new ears, fresh limbs, resources; then let us instil whatever we can best instil in the time, and teach it, not as now it is too often taught, so as to be a mere fugitive, runaway, momentary gain, but solid knowledge, part and parcel of the mind, and a permanent acquisition.

Political economy good for boys; household economy for girls; scientific drawing for both.

I would have the elements of political economy, no abstruse but a very practical study, and one which has the supreme merit of needing on the instructor's part clear teaching, on the pupil's part clear apprehension (for ignorance here cannot be disguised under the mask of knowledge) taught to boys; household economy to girls; drawing to both in all schools through all its scientific grades. Our scholars in their short school life need mainly to acquire two things, a moral habit and disposition for work and study, and the rudiments of actual knowledge. These are worth much more than an idle smattering of multifarious teaching.

Two things needful.

The Code is securing them.

The Revised Code, which has other and substantial merits besides, provides as well for obtaining these two results as any rigid system under very complex conditions can well do. I think too that it is securing them.

Pupil-Teachers.

Want of forethought in breaking indentures.

I have examined, in addition to candidates for the office, 421 pupil-teachers during the year. I have nothing special to record about them, but lament their own and still more their parents' want of forethought in so often breaking their indentures. There is no more favoured race in the community, since they obtain a gratuitous education and are paid to learn their work. Nevertheless, the attraction of higher immediate wages, and often not this, but mere restlessness, causes them to give up their engagement. Family arrangements, by which a father has his own children appren-

Nepotism.

ticed to him, sometimes work well, but quite as often, from obvious reasons, badly.

Night Schools.

Night schools ask for more money unreasonably.

Of these 94 have been examined during the year mainly by the managers. The numbers in them were 3,079; the passes in reading, 2,947; writing, 2,695; arithmetic, 2,567. I do not share in the feeling now current that these schools ought to receive more aid from the Treasury. The conditions of the examination are easy, the expenses of keeping up the school light, and those who attend them earn wages. Why then should they ask for more? In truth the grant to the day school seems to me sometimes unnecessarily large, and serves only to stifle or excuse private benevolence.

Simple Inspection Schools.

Sharp Street Penny School.

I have visited eight simple inspection schools, chiefly to enable their teachers to sit for certificates. One only calls for comment: the Sharp Street Penny School. It is doing great good, and has reclaimed many children of a most forlorn sort from vice and ignorance to decency and morality. The mistress is uncertificated. The spectacle of this school, which I have now twice visited, and my progressive experience of large towns, and of the great difficulties of meeting their pressing educational wants, modifies my view of the all importance of the certificate. Half a loaf is better than no bread; nay, the very crumbs are preferable to nothing. A certificated teacher would probably not take such a post as Sharp Street school, but an uncertificated one has produced excellent moral, fair intellectual results. The committee find it hard to make both ends meet. Shall we let such a generous spark go out for lack of fuel? I know it is of course difficult to legislate exceptionally; but I believe that there are in Manchester several schools of this class. It is relevant, too, to the matter to state that several of the best teachers in this district have never been trained at the normal schools at all, and some, though of course all hold certificates, have not been even pupil-teachers.

Facts about Denominational Schools.

Facts opportune to the education controversy.

As opportune to the present controversy about the denominational system, I desire to lay before your Lordships certain facts about the denominational schools of this district. The question now appears to be, are we to extend and further subsidize the present system, or is it to be supplemented by some new and collateral machinery, intended specially to reach the very poorest classes? I think the

subjoined statements may throw some light on matters, and help to form a true conclusion.

How obtained.

I premise first that all figures subsequently quoted by me have been taken down by myself during the past year from the managers' return (Form IX.) of every school inspected in the district. They therefore cannot be impeached, unless the writers desire to impugn their own veracity. My assistant, Mr. Northrop, has most carefully tabulated this mass of facts and figures for me, of which I give the main results only, not, except in rare cases and for special reasons, those of each school, though the facts of each are recorded and can be referred to. For his trouble and accuracy in this special work, no less than for his punctuality, diligence, and attention in the discharge of his daily duties, my thanks are due to Mr. Northrop.

Intentions of the denominational system.

Devised in 1838 as the then best possible (English) system of education, the denominational system was mainly meant to promote four things: religious instruction, voluntary contributions, effective local management, and the education of the poor, that is, of the "manual labour" classes (Code, Art. IV.). How far do the different denominations of this district, no part of England being more intensely denominational than South Lancashire, promote these objects, the cardinal points of the system? I will begin with the Jews, because they have but one school, and that one seems to me the purest type of a really separate and distinct religious body. To relieve the poor, and to educate the young are the immemorial injunctions of the Talmud. Hence the Jews, rated generally with other citizens for the common wants and purposes of the city, have also their own special boards of guardians for their Jewish poor, and maintain also their own school, one only in the district, but a large one, which they have just at much cost rebuilt for three departments. Besides the usual subjects, they specially teach Hebrew, and inculcate their own creed, but not in a spirit of proselytism. Their committee of management is most effective, for all three departments, both gentlemen and ladies taking the warmest interest in the pupils' progress. Their liberality is generously large. A comparison will show it. The last volume of Minutes (Report, page xii.) thus states the proportions of school income all over Great Britain:—

How far carried out in this district.

By the Jews.

They teach Hebrew.

Their committee most effective.

Great liberality.

	£
Total cost of maintaining annual grant schools -	1,552,542
Portion provided by Government - - -	484,010
" " endowment - - -	66,819
" " scholars' fees - - -	508,772
" " private contributions - -	492,941

The number of departments maintained is stated at 15,572: of subscribers 194,745. The voluntary contributions, therefore, all over the country are within a small fraction of one-third of the total sum raised. Let this scale of comparison be borne in mind, for I shall measure the denominational munificence of this district by it. The Jews for their one school with its three departments rise high above the scale. From their latest statement I quote the following particulars of income:— Proof of it.

	£	s.	d.
Government grant - - -	145	3	0
School pence - - - -	59	1	0
Voluntary contributions - -	304	4	6

The last item, therefore, instead of one-third, reaches almost exactly three-fifths. It is contributed by 193 subscribers, 4 giving upwards of 5*l.*, 178 between 5*l.* and 1*l.*, 11 below 1*l.* Clearly they are liberal. Finally, their scholars come from a poor class. With rare exceptions, if indeed there be one, they are, too, all Jews, often foreigners, German, Polish, and Hungarian names abounding. There is no mistaking the marked type of feature and complexion, that restless temperament and mobile vivacity, the singular facility of learning, and easy conquest of knowledge, to which I may add that eager craving for immediate applause. This interesting race, then, supervising its own poor and educating its own young, lives apart, a select type amid the world of nations, the gulf-stream of humanity. Their scholars are poor.

I pass on to the Wesleyans, the most numerous, as the Jews are the least numerous, of the religious bodies, and scarcely less well organized than the latter. They have within the last few years instituted a religious examination, a yearly one, I believe, for their pupil-teachers; but as to daily religious instruction in the day schools, it seems to be at the option of the teacher practically to follow or not to follow the Westminster programme, no one locally supervising or directing it. Hence it appears to be often nominal, but the schools all, I believe, open and close with a religious rite. The Wesleyan body. Religious instruction.

The committees vary, and some I must report as wholly nominal and inoperative. The worst feature in the management is the strong tendency to let the schools fall wholly into the hands of the teacher, and become private adventure affairs. The supervision of accounts has been at times far from satisfactory, but to learn precise facts is difficult without ample time and detailed instructions from your Lordships. Lately a flagrant case came before me of a false Committees. Accounts.

entry of subscriptions never subscribed in the Form IX., made by the managers deliberately to avert a forfeiture under Revised Code, Art. 52, c. 1, and justified by them, I know not whether rightly or wrongly, by common practice. I directed my informant to report the case to the Secretary of the Education Department, as to know it, though I had not sought the knowledge, and not report it seemed to me a breach of duty. The subscriptions and collections are much below the general average as exhibited in the previous table for all England. For 93 departments and 31 evening schools I find the following are the items of income:—

Subscriptions and collections.

Proportions of income.

	£	s.	d.
Grants	6,426	16	8
Subscriptions	546	2	9
Collections	1,176	4	7½
School pence	8,217	12	4

Few poor children.

Wesleyan subscriptions are, however, little needed, for except by the rare accident of one of their schools being established in a poverty-stricken locality, they have no poor in their body, and I cannot learn that they have gone forth with missionary zeal to find them. They are an eminently kindly, social, comfortable, on the whole well-to-do body, conservative by instinct, but not unmoved by modern thought, and never, as a rule, setting themselves against the final and deliberate manifestation of public opinion, or the real interests of the common weal, as their present position in the education controversy abundantly testifies. The greatest evil I find in connexion with their schools is that which I have stated, the delegation namely of all management to the teacher, who often takes the Government grant and school pence, finds all teaching helps and appliances, liberally, if a man of sense and forethought, stingily if grasping and short sighted, and occasionally pays over to the committee (a nominal committee, indeed!) some annual rent for the use of the school-room. Some masters have made a good thing out of this farming trade, as is shown when I say that from one large school alone two within the last eight years have left with well-lined purses and set up thriving middle-class schools. The evils of this are great, first to the school, for the teacher of it, restless and anxious to be gone, looking forward to other aims, and bent on making all he can, if he does not starve the school for apparatus and teaching power, seldom concentrates his attention properly on his real daily duties, and has not his heart in his work; secondly, to the profession, for the whole body of teachers, not yet a stable race nor a steady profession, is stirred and shaken,

Great evils of farming schools.

To the school.

To the profession.

and the comparative inequality of salaries noted and commented on breeds general dissatisfaction and restlessness. The want of a future and of a higher career to the teacher is indeed in my opinion a serious evil, and as the possibility of advance is one of the most worthy motives of human action, if only it be sought by honourable discharge of duty and conscientious performance of humbler work at first, I should be glad to see, if possible, a sort of scale of schools with higher and lesser salaries, the former being the prizes of the profession; and further, I see no reason why the best teachers should not eventually be made inspectors, for which the way seems already paved by the appointments of assistants from the schoolmaster class. This would be carrying out the excellent principle of "la carrière ouverte aux talens," and would be similar to the principle involved in the abolition of purchase in the army and rising from the ranks.

The teacher has no future.

The British schools on principle abstain from all religious teaching, and are practically secular schools, with rare exceptions. A few are exceptionally well managed, some very badly, and similar remarks to those applied to the Wesleyans apply also to this class. Among them one, supported by laymen mainly of all denominations, and the Government grant, no fees being exacted, takes in poor boys only, and, quite secular in its character, has for some years conferred on Manchester pre-eminent benefits. This is the well-known "Free School," admirably managed, controlled, and instructed. The last grant was 155*l.* 4*s.*; contributions reached 316*l.* 3*s.*

The British schools.

Mainly secular.

Manchester Free School.

The "Hulme Operatives," the "Ancoats Lyceum," and the "Marshall Street Lancasterian" schools also more or less reach the lower stratum of society, are well supported by subscriptions, and are not connected with any particular religious body. Denominational zeal does nothing for them, either as managing, religiously instructing, or giving.

The total British departments, which include besides those mentioned above one belonging to the "Friends," and at least three mainly supported by private individuals or firms, with also nine night schools, are 38. Proportions of income are as follows:—

Proportions of income.

	£	s.	d.
Grant - - -	2,416	17	4
Subscriptions - -	974	6	2½
Collections - - -	134	8	5
School pence - -	2,867	14	5

In this district the sect of the "New Jerusalem Church," or Swedenborgians, is an influential body. Their chief school

Swedenborgian.

Peter Street School.

is that of Peter Street in Manchester, from which, as pupil-teachers have had to be provided for (since to this sect and the Unitarians the Borough Road authorities are not favourably inclined, and will not find schools for their teachers), new schools have emanated in various localities. They now amount to 20 departments, including four night schools. Originally Peter Street school was set up with the strongest propagandist ideas, but circumstances and the high wave of general opinion lifting the education question ever more and more towards the secular beach, have been too strong for its zealous originators, and now to all intents and purposes this

Committees.

is a first-rate secular school. The committee of the Peter Street school manages affairs well. I know very little and see very little of the committees of the other schools. The scholars generally seem to come from a paying class. The proportions of income were, in 1869,—

Income.

	£	s.	d.
Grant - - -	1,426	19	11
Subscriptions - -	103	8	5
Collections - - -	87	8	9
School pence - -	2,157	9	8½

The Congregationalists.

Congregationalists or Independents, formerly almost everywhere a pure voluntary body, now threaten to outnumber with a sudden influx of schools even the Wesleyans. My experience of their committees is too new for any generalizations. It appears to me, however, that the management and supervision of their schools is mainly in the hands of the ministers. There does not appear to be any special religious instruction given in the day schools, nor do these schools specially seem to me to reach the very poor, except possibly by the accident of position here and there. The proportions of income are—

General remarks.

Income.

	£	s.	d.
Grant - -	627	5	11
Subscriptions - -	142	9	10
Collections - - -	184	7	2½
School pence - -	1,453	8	6½

Other religious bodies.

No special features differentiate the other bodies, with regard to whom, merely noting *en passant*, that the Unitarians appear to be much the most liberal, I shall state therefore simply the proportions of income. The figures in brackets indicate the number of school departments.

Proportions of income of divers sects.

Denomination.	Grant.	Subscriptions.	Collections.	Fees.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Unitarian (14)	535 9 2	435 16 0	173 11 1	383 7 4½
Presbyterian (17)	493 19 5	54 18 0½	43 18 11	753 12 4½
Mechanics' Institutes (19)	601 10 6	167 5 10½	—	901 0 4½
*Baptist (9)	98 6 10	63 2 0	6 18 8	69 0 4½
*Methodist, Free Church (9)	161 8 5	41 17 6	18 10 0	199 0 8½
* „ New Connexion	109 17 2	36 0 0	91 1 5	136 8 11
„ Primitive (2)	55 15 2	14 10 0	—	51 10 4
Moravian (2)	129 18 6	15 5 0	13 6 8	148 3 8
Friends (1)	24 12 7	49 10 7	9 0 8	29 12 0
*Free Christian Church (1)	—	—	—	31 12 0
In connexion with works (50)	1,462 15 8	1,385 17 10½	—	1,768 17 3

* Figures given as far as ascertainable, certain schools being new.

Summary of results.

To cut the matter short (for the subject, frustrating brevity and defying compression, demands some space) the sum is, that whereas all over Great Britain voluntary contributions are within but a small fraction of one-third of all the school income; in this denominational district they reach about one-seventh. The tables furnished me by your Lordships' statistical clerk not exactly tallying with mine, therefore the more corroborate them by their similarity of proportions. I subjoin the two statements side by side.

Comparative tables

Official Tables.	£ s. d.	Inspector's Tables.	£ s. d.
Grant	15,002 16 1	Grant	14,716 16 3
Voluntary contributions	6,082 6 4	Subscriptions	4,334 4 7
Endowment	311 18 6	Collections	1,938 16 5
Other sources	204 9 11	School-pence	19,930 0 6
School-pence	21,194 10 5		
	42,796 1 3		40,919 17 9

Proportions of the religious dole.

But even this result is fallacious. There are 236 day-school departments, and 94 night-school departments in the district. 6,000*l.*, more or less, out of a sum of 40,000*l.*, more or less, cover the voluntary contributions for all of these. The total expense per scholar is 1*l.* 6*s.* 6¾*d.*, out of which then the religious benevolence of denominations contributes 3*s.* 9½*d.* Nothing of the kind. 2,606*l.* 13*s.* 8*d.* is contributed for 37 departments alone, and excluding one or two of these as denominational, of which the Jews' institution is by far the most munificent, the great bulk of this sum is contributed almost wholly by laymen, the owners generally of large works. I give no names, not to increase this already bloated report, but I guarantee to any sceptic names, facts, details, all he wants. What then is the mere religious dole of this district? A trumpery item indeed! In fact in many schools it is just nothing at all. Here too I have, but reserve, the names. It is perhaps relevant in connexion with this topic, to remark that, though the class attending most of these schools are so clearly a well-to-do and easily paying

Two per cent. only returned as not belonging to

"manual labour" class.

class, yet that out of a total of 34,033 examined, only 712 are entered in Column VI. of the schedule as not fulfilling Art. IV., that is, as not being of the "manual labour" class. I commented on this matter in my last report. Suffice it now to say, that while one school in a Lancashire town, evidently giving me very conscientious returns, out of 214 entered on the schedules, returned 38 as above the labour class; another in a street hard by, and a school of exactly similar type, out of 345 returned 5 only! Irreconcileable discrepancy! On the whole just over 2 per cent. are stated in the returns from all the schools not to belong to the "manual labour" class. "Manual labour" then evidently needs delicate and nice definition.

General results.

In these schools, to sum up, the contributions of religious zeal are trifling, the management is ineffective occasionally, the poor are not generally found, and lastly, no special religious instruction obtains. On this last point I do not think I am slaying the dead when I subjoin the following letter, for the religious cry will surely be heard once and again yet awhile. It shows that there is little demand for religious instruction in day schools by the parents, and what they think of "the religious difficulty." It was handed to me by Mr. Smith, the excellent master of the Lower Mosley St. Boys' School, and I give it verbatim, as written and spelt, omitting address and signature.

Letter bearing on religious difficulty.

"Oct. 29. 1869. Mr. Smith ser i under stood the skool was apart
" from aney rilegon or i wold not have sent my children the children
" has being six years iam informed by boy he is kept in and Punished
" for not learning the commandnts i do not wish my boy to learn aney
" other commendments exept that of our one riligon. we are Roman
" cathelacs and does not wish to give aney insult or truble to aney Partey.
Sir I remane yours,
Respectfuly."

It was a delusion his supposing that his boy had been kept in for such a reason. The parent however, a strict Roman Catholic, is as regards the day school a secularist. But really of this common fact proof daily multiplies to the Inspector from every denomination.

Conclusions.

What conclusions are to be drawn? That the existing schools should receive smaller grants and thereby suffer harm? Surely no. I should as soon think of saying that the various chapels of all the sects, which according to the various circumstances, temperament, bias, and education of men doubtless do and will yet do much good, till some universal belief reunite mankind, should be pulled down and overturned. The schools on which my remarks have been made, do much good, supply a decided want, and provide

Existing schools not to be hurt.

very fair education for the children of a much struggling race, chiefly of the clerk, artizan, and shopkeeper class, to whom our sympathies and our help are rightly due in their hard battle to gain a living, make both ends meet, and educate their young. But I think we may fairly exact, first, for the large grants given, more effective management, a better supervision of accounts, and a genuine interest of committees in the actual working of the school. Secondly, I think the aberrations of the denominational system should be checked and controlled, schools not being permitted to receive grants, when clearly not needed, and mere adjuncts of the Sunday School.

But their management to be improved.

Denominational vagaries to be checked.

But above all, arguing from the field of my own vision alone and on the facts stated (the whole truth is for the statesman; surveying all the different fields, and the variety of conditions under which the education problem painfully staggers along in England) I do not hesitate to say that here in South Lancashire a large supplementary collateral system of schools is needed, and that it is monstrous any longer to permit religious sects to stand in the way of such schools, crying out that all voluntary zeal will be stifled, all effective local management extinguished, subscriptions and charity quenched, and religion itself snuffed out. The inevitable sceptic however disbelieves in the facts, and knows of no residuum of uneducated children. For him I have no more arguments. Statistics irritate but convince not. I will but say then, let such an one walk through Manchester with his eyes open, his ears attentive, let him between the hours of 10 and 11 in the forenoon, or 2 and 3 in the afternoon, perambulate Ancoats, Deansgate, and Angel Meadow, and count all the heads of the "vagrom" class he can. If he does not in the course of his walk count scores and scores of youngsters, neither at school, nor yet earning money by honest work to keep the home pot boiling. I know but little of the city, in the suburbs of which I have lived for more than five years, and almost every part of which I have had to walk through constantly in the discharge of duty.

A supplementary system needed.

The sceptic disbelieves in a residuum of unreached children.

Circumspice.

A valuable parliamentary return (supplementary to No. 114, April 2, 1868) tells me that of all the large towns in the kingdom, Manchester is by far the most densely packed with human beings, the number per acre being 58·45, while that of Plymouth, the next most densely packed, is but 38·29.

Dense population of Manchester.

But what is true of Manchester, is true with qualifications of all the large towns in South Lancashire. In Bury alone competent observers told me that from 1,000 to 1,600 children could at once be gathered into a free school, who now

Bury.

Social state of Lancashire.

receive no education but that of the streets. In truth this district is a huge network of large towns and of large villages constantly growing into large towns. This is one of our two great social facts, and the dependence of the people on one great branch of industry, cotton, is the other. Hence all our greatness, and all our troubles and difficulties. A derangement of trade, caprices of fashion, a strike, accidents, throw hundreds out of employment, who, having no intellectual resources, when out of work sink in the social scale, and their children flood the streets. Hence increased pauperism, aggravated crime, and that terribly severe indictment drawn against Lancashire by the practised hand of Mr. Henley in the last session of Parliament, imputing to us excessive criminality, ignorance, and other miseries, and which the chairman of the Salford bench of magistrates accepted as in the main true. What then are we to do? Education will not do all things, young Lancashire like young England in general, needs to be housed, fed, clothed, washed, as well as educated. But my business is with education; concerning which I have to report that our existing machinery is all too slender for the multiplied numbers. Industrial schools, Denison's Act, reformatories, ragged schools, and such like institutions are valuable and useful agencies, but all these together are about as capable of effecting the desired result, and of educating the unlettered swarms of our large towns, as a million of Lilliputians would be of quenching a conflagration with thimbles in their hands. These facts I submit to your Lordships, showing the urgent need of legislation. Some would wait ten years for a mature measure. To do so means to let the child born to-day wait till it is 10 years old before it obtains schooling, to let the child of five grow up uneducated. Lancashire, I am sure, does not wish this, but all its politicians agree in calling out loudly for "more light."

Existing machinery too small to meet the demand for education.

I have the honour to be, &c.

E. H. BRODIE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, J. G. FITCH, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the County of* YORK.

MY LORDS,

THE chief fact in my official experience during the past year has been the large increase in the number of inspected schools. When I last reported, two years ago, the number of separate departments receiving annual grants was 169, with a total of 24,163 children present at the inspection, and 13,362 eligible for examination. During the year ending August 31, 1869, I visited 191 departments, and found in them 31,406 children, of whom 16,578 were presented for examination. Had this report included the statistics of the last four months of the year 1869, it would have been necessary for me to add twelve other departments which have recently received public aid and inspection for the first time.

Great increase in the number of the inspected schools.

To enable me the better to discharge this additional duty, the Lord President in April last kindly sanctioned the appointment of an assistant, Mr. Wesley Lee, whose services have greatly relieved me, and have proved highly efficient.

Appointment of an assistant.

The probability and the reason for this increase in the number of schools were foreshadowed in my last report. In the West Riding of Yorkshire the political and religious objections to the reception of State aid for education were long felt by the Nonconformists with unusual force, and those objections have only recently been removed. Nearly all the new schools in this district have been placed under inspection by Dissenting congregations, which have hitherto thought it right to withhold any co-operation from the system administered by your Lordships.

Reason for the multiplication of aided schools in Yorkshire.

I cannot, however, report that the schools thus added to the list are of a high or satisfactory type. Scarcely one of them has been built for the purpose of a day school. Their conversion to that use has generally been an after thought. They are all attached to chapels, or underneath them, and have been originally built and fitted exclusively with a view to the convenience of a Sunday school. Their promoters generally wish to ascertain from me what is the minimum of modification or improvement needed in order to qualify

Their general characteristics.

them for a grant. There are seldom any local subscriptions, or any very zealous local management. In most cases the managers expect that the school will wholly support itself out of the grant and the school pence, and in several, even this revenue is charged with a rent for the school premises. Once or twice I have been invited to visit large buildings fitted up at great cost with the benches suited to a Sunday school, but utterly unprovided with desks, or proper appliances for general instruction; and have been frankly told that there was a heavy debt on the premises, and that it was hoped a day school would not only support itself, but yield some profit to relieve the congregation of an encumbrance. There is one striking exception, the Independent school at Bowling, near Bradford, where after I had pointed out the unsuitableness of the premises for an efficient day school, a very handsome and well-equipped schoolroom was immediately built. But I know no other example among the new Nonconformist schools of a spirited and generous effort to provide a day school *per se*. In many of the rooms a private adventure school has been held for some time, and if the teacher possesses any qualification for his work he has been recently informed that the chapel authorities will interpose no further objection to his obtaining a certificate, and will help him to obtain a grant. Where, as is much more common, the old teacher is wholly unqualified to present himself for examination, the managers engage a certificated master or mistress, and make the needful application to your Lordships. But they nearly always contemplate an arrangement which will virtually leave the whole management to the parents, the teacher, and the Government Inspector. Indeed they constantly express to me a wish that the education of the country shall no longer be left dependent on the capricious initiative of the religious bodies, but shall become an object of national concern. They attach little or no value to their own recent action in the matter, except in so far as it removes one of the hindrances to the establishment of a comprehensive system. They desire rather to be superseded than assisted by the Government. Meanwhile they withdraw their opposition to the present scheme. But they have no faith in it. They scarcely even attempt to fulfil the conditions on which it is based.

Voluntary subscriptions declining.

Hence it is not surprising that the proportion borne by voluntary contributions to the total revenue of the schools should have sensibly declined, notwithstanding the fact that the first year's expenses are always exceptionally heavy.

Two years ago I reported that while the Government grant yielded 34·8 per cent., the children's fees produced 46·6 per cent., and the voluntary subscriptions 18·4 per cent. This year there has been little variation in the proportion of the grant, but the fees of the scholars now yield 49·4 per cent., and the subscriptions little more than 15 per cent.

Illustrations of the financial condition of the schools.

Nor do these figures accurately measure the decline of local zeal. In several cases the accounts of the Sunday and day school are so curiously interwoven that it is difficult to ascertain how much of the revenue properly belongs to each object. At White Abbey, Bradford, I found that it was the custom to have a congregational collection for the joint purposes of the Sunday and day school, but that the former was considered to have a first charge upon the sum, and that in fact nothing had been left for the use of the day school. On the other hand nearly the whole of the permanent expenses of maintaining the building, insurance, lighting, cleaning, &c., were thrown into the day school accounts, and were virtually defrayed out of the children's pence and the grant. At Morley, there is a very large and efficient school held partly in a Sunday schoolroom and partly in an old chapel, and its grant reached the sum of 196*l.* 8*s.* 0*d.*, and the childrens' fees 202*l.* 9*s.* 11*d.* I had remarked last year on the absence of subscriptions, or of any evidence of local interest; and this year, I found under the head voluntary contributions, the sum of 35*l.* 4*s.*, balanced however, by a new item on the other side in which the rent of the room was also set down at 35*l.* 4*s.* It was explained to me that the managers had thought it better to credit themselves with this contribution to the school although the transaction was wholly imaginary, no money having been given or received. At the Wesleyan school, Rotherham, where the remarkable merit of the teaching enables the managers to claim the very high grant of 130*l.*, and where the children's fees amount to 135*l.*, it happened that three of the pupil-teachers were in the later years of their apprenticeship, and that as the cost of the teaching staff was exceptionally high this year, it was necessary for the congregation and friends of the school to raise the unusual sum of 31*l.* But here the minister assured me that the burden was borne with great unwillingness by the people, who felt it a grievance that the school was not self-supporting. At the Zion British school, New Wortley, I was struck with the largeness of the sum set down as voluntary subscriptions, and the difficulty of accounting for its expenditure on the day school. The secretary afterwards explained to me that the

building was used for several purposes, mechanics' institute, reading room, and Sunday school, and that the subscriptions were given for the general purposes of the institution as a whole. He added that the majority of them were intended for the maintenance of the Sunday school.

I am far from wishing to say a word in discouragement of Sunday schools, which are very useful institutions. But as it becomes daily more evident to me that they evoke far more of the real enthusiasm and interest of the congregations than the day schools, and as no part the grant voted by Parliament for education is designed for their maintenance, it is most important that the accounts should in all cases be kept perfectly distinct.

Importance of placing schools on a right financial basis.

I dwell, not without some reluctance on these financial considerations; but in truth, they have much to do with the efficiency as well as with the honesty of the management. The successful working of a good school is found by experience to be the resultant of three distinct forces,—the parental, the local, and the imperial, and each of these to be effective must be represented by a money payment. Fees make the school an object of solicitude and interest to the parent. Local subscriptions entitle the managers to exercise due supervision throughout the year. The public grant ensures the influence of the central Government, a perfectly independent estimate of the worth of the teaching, and a means of bringing each school into harmony with the best ideal which the nation can form of primary instruction from time to time. We could not part with any one of these without loss: yet in the schools which I visit, one of them is sinking daily into insignificance. The local authority whose function it is to appoint and dismiss teachers, and to make rules for the government of a school ought to be vigilant and influential. It cannot be so when it ceases to contribute its share of the funds, either in the form of subscriptions or of rates. And in just the proportion in which the managers shift the responsibility of payment on to the parents, I regret to find symptoms of increased subservience to parental whims on the part of the teachers, and a prospect, that even in the inspected schools, some of the worst faults of the lower class of private adventure schools* may be reproduced.

Advantage of parents' payments.

On the other hand it would be a misfortune if the payments of the parents were to be given up. That portion of the

* What these faults are will be seen in some detail in a special report I have recently had the honour to prepare for your Lordships on the condition of primary instruction in Birmingham and Leeds. (House of Commons Paper, No. 91. See page 54.)

school revenue which is furnished from this source is very cheerfully paid: it is most equitably assessed, for it falls upon the parent in exactly the proportion in which he derives advantage from the schools: and it fluctuates, as the income of every school ought to fluctuate, in regular harmony with its popularity and usefulness. And even if there should prove to be high political reasons for surrendering this income altogether, and for rendering primary education universally gratuitous, the very parents who would be relieved of their payments would probably be the first to regret it. For payments represent influence; and while I am keenly sensible of the evil of a preponderating influence on the part of ill instructed parents, and have seen many sad instances of its lowering and vulgarizing effects on the schools, I may venture to remind the working classes that there is a perfectly legitimate deference due from a teacher to the wishes of the parents, and that this might be put in peril or sacrificed altogether, if the whole duty of finding the money and of directing its expenditure were relegated to the ratepayers.

STATISTICS.

The following are some of the most important statistics of the schools I have inspected within the year.

Increase of teachers.

The number of certificated teachers has increased since 1867, from 162 to 198; of qualified assistant masters and mistresses from 19 to 23; and of pupil-teachers from 240 to 346. This last item is especially satisfactory, as the augmentation in the number of pupil-teachers is greatly in excess of that in the number of schools or scholars. The fact is partly attributable to the beneficial action of Mr. Corry's Minute, which encourages the employment of a larger staff, but partly also to the increased ease with which, except in certain districts where juvenile labour is especially scarce, pupil-teachers are now obtained. I may mention, in passing, that the supposed difficulty of obtaining good candidates for apprenticeship always diminishes, *cæteris paribus*, in proportion to the goodness of a school. In a dull spiritless school in which the teacher is evidently out of sympathy with his work, there is very little to stimulate the ambition of the scholars in the direction of teaching as a profession. But I rarely find a really valuable school in which the teacher enjoys his work and does it well, without learning also that good and promising candidates can readily be obtained.

Results of individual examination.

The number of children presented for individual examination was 16,578, besides 969 pupils in night schools. The standards in which the managers presented them, and the degree of success attained in the several classes, will be seen from the following table:—

Presented for Examination.

	Standards.						
—	1.	2.	3.	4.	5.	6.	—
Day - -	5,034	4,075	3,278	2,174	1,259	758	16,578
Night - -	260	262	198	158	55	36	969

Passes.

	Standards.					
—	1.	2.	3.	4.	5.	6.
Day.						
Reading - -	4,378	3,667	3,021	1,977	1,162	712
Writing - -	4,613	3,819	2,881	1,627	1,001	650
Arithmetic - -	4,221	2,821	2,454	1,575	745	448
Night.						
Reading - -	207	242	188	151	51	35
Writing - -	174	227	153	130	45	29
Arithmetic - -	224	174	135	99	40	24

Two hundred and thirty-seven scholars were also presented in some higher subject, such as grammar, geography, or history, and of these I find I have passed 183.

I still regret to see that considerably more than one-fourth are presented in the 1st Standard, and that less than one-fourth are contained in Standards IV., V., and VI. put together. I have also to report a slight increase in the percentage of failures in the individual examination. The total number who passed—

In reading was 14,955 or 80·9 per cent.
„ writing „ 14,631 or 87·9 „
„ arithmetic „ 12,300 or 73·9 „

Causes of failure.

The large number of failures in arithmetic must be still attributed to the want of better grounding in the elements of notation, to the absence of intelligent explanation and blackboard illustration in teaching the rules, and to the habit of giving out sums in figures rather than in words. Most of the failures under the head of writing are really due rather to the incorrect spelling so often found in the written exercises of the third and fourth Standards than to bad writing. I believe the writing would be improved if children began to use pen and paper somewhat sooner, and did not rely so long

upon slate work. Scholars in the fourth Standard especially, if all their ordinary exercises are confined to slates and copy-books, often fail to do themselves justice when sheets of paper are placed in their hands for the exercises of the examination day. The remedy for this is the more frequent use of the pen and the occasional writing of letters and exercises on unruled paper.

Reading books.

The progress of children in reading is often much hindered by the selection of unsuitable books. I have always acted on the belief that it was the main duty of an Inspector to test results, and so long as those results were satisfactory, to encourage the largest variety of methods and processes. Hence I invariably decline to recommend the use of one book rather than another, believing that the discretion of the teacher is the safest guide. "That is the best book for you "from which you feel that you can teach with most satis-"faction and success" is my habitual advice. But I think teachers should exercise much thought, and very carefully compare different sets of books before making their selection. They will probably find that no one published series exactly meets their wants, but that an eclectic system, by which the first standard book of one series, the second of another, and so on, are used in the various classes, will often prove the best. I may mention three general directions which experience seems to suggest for their guidance in performing this duty. (1.) Never employ a book so difficult that the intelligence of the learner cannot be reasonably expected to follow its meaning. For the first three standards at least, easy narratives and lessons about matters of fact within the range of a child's comprehension ought to be used. Nothing of an abstract, reflective, or consciously moralizing character should be allowed before reaching the 4th Standard, or even then except very sparingly. It is disheartening work for a child to stumble through a number of words to which he attaches no meaning; and when he attempts to do this, his progress will always be slow. (2.) Never rely wholly on lessons in which the language is so commonplace and colloquial that it affords no room for questioning and intelligent exercise. Of course the first object of an elementary reading lesson is to teach the art of reading to a pupil, not to give him information. But the secondary objects of adding to his information and increasing his power of expression ought not to be overlooked. (3.) Do not measure the difficulty of a book by the number of syllables in the words composing it. Some of the lessons in monosyllables are very hard, partly because the words, though short, are full of phonetic difficulties, *e.g.*, the word "thrush" or "plough" is far less easy than

"summer" or "cotton," and partly because the sentences manufactured to suit the supposed requirements of the Revised Code are often marked by absurdity and by poverty of thought.

Distinct articulation in reading.

In reading the lower classes appear to me to want more drill in distinct enunciation, and in the very simple mechanical exercise of opening the mouth and bringing each of the vocal organs into play. Teachers seem not to consider sufficiently that the first requisite in good reading is a correct and perfectly audible utterance, the sort of utterance which enables the hearer to recognize every consonant and to distinguish one syllable from another. I find that there is least room for criticism in this respect in those schools where simple exercises in clear enunciation are given in connexion with lessons on spelling, and where the simultaneous method of teaching reading is occasionally employed. The slowness and care rendered necessary in the simultaneous method go far to encourage the habit of looking closely into every part of a word, and when the collective exercise is accompanied by good pattern reading on the part of the teacher at its beginning, and by individual practice at its close, it is often found very useful. The great defect in the reading of the elder classes is still a want of taste and appreciation, and the absence of proper emphasis. But it would be easier to remedy this if teachers would first give more heed to the mechanical exercises of uttering and pronouncing. Fluency and expressiveness presuppose correctness, and should be founded on it, not aimed at independently. The practice of learning little pieces of poetry by heart for recitation is on the increase, and when well conducted has a useful effect; but the performance is too often assigned to a child who has more assurance and a louder voice than his fellows, and whose recitation, though fluent and not unintelligent, is inaccurate in such details as aspirates and final consonants.

Mechanical teaching sometimes attributed to the Revised Code.

I am sorry to observe in public discussions, and even in teachers' meetings, an increased tendency to talk of the "mechanical" character of the instruction prescribed by the Revised Code. The use of this word is rather vague, and not a little misleading. It may be that the mode of *testing* the knowledge of reading, writing, and arithmetic, on the day of inspection, is often necessarily mechanical; but this fact does not justify the use of mechanical methods of teaching on the remaining days of the year. That an overworked and unskilful teacher who fixes his mind on no other object than the attainment of the greatest number of "passes," and who knows but one method of securing a given result, finds

himself tempted to fall into a spiritless routine, I can easily believe; but this is his fault, not the fault of the Code. The requirement that every child under instruction shall at certain intervals evince the power to read, to write, to spell, and to work sums, is certainly not unreasonable. Any system of teaching of the least value ought to produce this result. No other educational results, of which I have any experience, can compensate for a deficiency in such elementary knowledge as the Code requires. After much thought on the subject, I have been unable yet to find any other mode of measuring the proportion of the Parliamentary grant to which a school is entitled; which is not open to far graver objections and chances of abuse, than the individual examination now prescribed by your Lordships. Meanwhile, two facts require to be steadily borne in mind both by teachers and managers:—First, that mechanical teaching,—if by that is meant lifeless, joyless, depressing, routine—is the worst conceivable method of obtaining the results which an Inspector desires to see. Those schools always pass the individual examination best whose methods of teaching the elements are most varied, most intelligent, and most interesting. Further, the teaching of higher subjects, and the cultivation of thought by other methods than reading, writing, and arithmetic, are rather helpful than otherwise, even in securing passes at the "Standard" examination. The teacher who aims only at what he thinks the mechanical results prescribed in the Revised Code, generally fails to accomplish his purpose. The teacher who aims higher; who gives lessons on grammar or geography intelligently, and who thinks more in his daily work of the general mental progress of his pupils, than of the standards of examination, succeeds not only in claiming the largest grant, but in many more important objects besides.

Home lessons.

The practice of giving exercises to be worked at home is becoming more prevalent, and is encouraged by increased attention and sympathy on the part of parents. Many of the teachers evince great ingenuity in the organization and arrangement of these home lessons, and examine them rapidly each morning, and register the results. There is, however, a great variety of practice among teachers, as to the character and difficulty of the exercises, and no clear agreement among them as to whether the home lessons should be supplementary to the teaching of one day, or preparatory to the teaching of the next. I find too that some teachers give out as tasks for the evening, exercises so difficult that they could not be properly corrected without

encroaching too much on the school hours. After watching the work of the more experienced teachers, and testing its results, I am convinced that the less difficult and ambitious of the home exercises generally fulfil their intention best. The lessons given for home should always be short, and so definite that they admit of easy correction. As a rule, intellectual exercises should be conducted at school; mechanical exercises, such as the working of sums, the writing out of lists and tables, and learning by heart, may be safely and properly required to be done elsewhere. Home work should be supplementary to school work, and should be designed to deepen and fasten in the memory something which has first been intelligently taught. It is a good rule in school keeping to follow up every explanation of a truth with some practical exercise in which the scholar is required to show that he understands it: and this is the purpose which in the best schools is fulfilled by home lessons. They are very valuable as appendages to good teaching, but in two or three cases I have seen it attempted to make them substitutes for it, and then they do more harm than good.

Religious instruction not neglected, because not officially examined and reported on.

Although I am not authorized to make any inquiry into the character of the theological instruction, I cannot be unaware that the schools which I visit have for the most part a distinctly religious character. They may be divided generally into British or unsectarian schools and Denominational schools which are chiefly Wesleyan, but occasionally Independent, Primitive Methodist, and, in one instance only, Baptist. The schools of the former class, those connected with the British and Foreign School Society, continue to carry out the well-known principles of that institution. The Bible is daily read, and the children are made familiar with its historical portions and with the life and teaching of Our Lord; but no catechism or religious formulary is used, and no attempt is made to influence the discretion of the parents as to the place of worship or the Sunday school to which a child shall be sent.

This class of schools includes some of the largest, the oldest, and the most important in my district, but it is not a large class, and I regret to say it does not increase in number. In the Wesleyan and Congregational schools the same principle, though not so formally avowed, is, however, practically adopted. Distinctive sectarian theology is seldom or never attempted; but by simple devotional exercises, by reading the Bible, and by moral lessons founded on it, it is attempted, and I believe successfully, to give seriousness to the school life and to inculcate the fear of God and a reverence for sacred things. It ought to be known also that the omission

of religion from my own examinations of scholars and pupil-teachers does not at all imply its omission from their course of instruction. On the contrary it has had the effect of giving to the managers and ministers a stronger feeling of their own personal responsibility in this matter. The Wesleyan Education Committee has organized a special system of pupil-teacher examinations in religious knowledge, carried out annually under the superintendence of the ministers of the connexion. The young people are encouraged to attach great importance to this examination. Their names are classed and published; certificates of merit are awarded; and I always find in the log-book of each school a record of the result of the examination, so far as its own pupil-teachers are concerned. And if the Wesleyan Methodists continue to gain, as they unquestionably have gained, increased local religious influence by means of their day schools, it ought to be remembered that they have gained it rather by the care they have taken in selecting religious teachers, by the close identification of school, chapel, and Sunday school, by hymns and simple acts of worship, by frequent social and religious meetings, and by a sort of atmosphere of Methodism with which the thoughtful boy finds himself encompassed, than by any formal dogmatic teaching, by any restraint on the liberty of the parent, or by any of those usages against which a conscience clause is designed to guard. It is too commonly assumed by public speakers and writers who know little of the interior of a school that every place of primary instruction must either be distinctly sectarian, and teach a special creed, or be absolutely secular and non-religious; but I take leave to testify that the schools which fall under my inspection are neither the one nor the other. They are, almost without exception, essentially Christian schools, in which the Scriptures are read and accepted as the rule of life, but in which no attempt is made to dogmatize or to fix the convictions of young children on those points on which Christian people differ from each other.

The religious character of the teachers.

And it is impossible to doubt that much of the success which has attended the work of the inspected schools is attributable to the fact that, as a rule, the masters and mistresses are persons of religious training and convictions. Great care is taken by the local managers, both of British and of Wesleyan schools, in the selection of pupil-teachers of serious and decided character; and this solicitude is well seconded by the authorities of the training colleges in which the last two years of the teacher's novitiate are passed. The discipline of those institutions is essentially religious; and few young men or women would care to enter them, or would

be permitted to remain, if they were not of high moral character, and if they did not to some extent look on their future profession as a sort of missionary and Christian work. The result of this becomes more perceptible to me every year. It is seen in the moral force often exerted by the teacher in the neighbourhood in which he lives. It is felt in those subtle and indefinable influences which Inspectors have been sometimes ridiculed for designating the "tone" of a school, but which constitute a very real entity nevertheless. And when combined with their practical knowledge of the art of teaching, it enables the masters and governesses to give Biblical lessons better suited to the needs of young children, and far less polemical than those of the regular ministers of religion. It would be a misfortune if the best teachers were alienated and disheartened by any public measures which silenced them on this one subject, and deprived them of the influence they now exercise, on the whole so judiciously, and with such advantage to their scholars. And to descend for a moment to the lower consideration of economy, it ought not to be forgotten that the nation cannot afford to dispense with the services of men and women of this class as teachers, because experience proves that such services are unquestionably cheaper and more efficient, even for the purpose of secular teaching, than those of any other agents.

Means of securing more regular and punctual attendance.

I am glad to report some improvement in the regularity of attendance in schools. The number of children who have attended 200 times in the year, and have thus fulfilled the conditions entitling them to be presented for examination, approximates more nearly than before to the number in average attendance; the registers of the schools showing an average attendance of 22,022, of whom 16,629 were presented for examination. The regulations of the Revised Code, though unfortunately they do not touch the parent, are found to have a useful effect on the attendance. By impressing on the teacher the fact that every single attendance is of importance in determining the annual grant, they prevent him from granting unnecessary holidays, and cause him to take every possible precaution against truancy, lateness, or other irregularity. The registers are in nearly all cases kept with great care, and some teachers make a practice of sending a weekly or monthly summary of each child's attendance to the parent, accompanied by a serious warning as to the loss sustained by the scholar who is not habitually punctual. All such devices have a marked effect in raising the average attendance and in increasing the proportion of those who are eligible for examination. Mr. Spencer, of the Wesleyan school, Beverley, one of the ablest and most successful schoolmasters of the

district, has for many years devoted special attention to the regular attendance of his scholars, and has reduced the percentage of lateness and absence to a minimum. In his school the average attendance is 208, but 236 children had attended upwards of 200 times in the year, of whom 226 were actually present on the day of my visit. A list showing the number of attendances made by each scholar is posted up in the school, and is frequently consulted by the teacher, so that it is an object of great ambition with the boys to stand well on this list. Mr. Spencer explains to me that he finds the habit of tabulating the names of the boys and their statistics of attendance of great advantage; and that it facilitates the preparation of the examination schedules by showing at a glance how many have attended more than 200 times in the year. As the list is preserved from year to year it enables the teacher readily to ascertain how many are eligible for scholars' certificates. It promotes emulation among the scholars in regard to punctuality of attendance, as 40 of those whose attendance is highest receive a special prize. At the yearly written examination for prizes in the first class no one is allowed to compete who has not been present 332 times within the year. At one Christmas, 140 children in all were found to have fulfilled this condition, the proportion in the first class being 36 out of 45. Since the tabulated list shows the number of late attendances for every child during the year, and since every boy is registered as late who comes after the door is closed at 9.5 and 1.35, great pains are taken by the children to be in their places at the commencement of the work. There were in all only 1,623 cases of lateness during the whole year, and as the school had been open 474 times this shows an average of 3·4 such cases each time, or 1·64 per cent. I have looked over the lists which Mr. Spencer has preserved for 17 years, and have noticed a steady decline in the average of late or absent scholars, and it now reaches as low a point as in any school I ever visited.

Nevertheless, all the efforts of teachers to check those habits of irregularity which go so far to neutralize the school work, and to enfeeble the character of the scholar for life, are utterly futile, so long as parents continue indifferent. In the schools on which I am now reporting, 36,202 profess to be on the books, yet only 20,497 of these attended 200 times out of the 450 half days, during which, on an average, the schools were open in the past year. Every teacher I visit complains bitterly of the constant interruptions to the attendance, and the worthless excuses which parents constantly send. There is a growing feeling throughout this district, that nothing short of direct legal pressure on the

parent will ever remedy this evil. The indirect compulsion, which operates through the employers of labour, is felt by many of them to be unfair, and is often evaded by the dismissal of children under 13 from employment altogether. Moreover, when it operates, it is upon the child who has regular work; while it leaves the idle, truant, and vagrant untouched. In the great towns, and in many of the rural villages, I am sure that public opinion would support a measure, making a negligent parent directly responsible, not only for refusing to send his child to school, but also for offering insufficient excuses for his occasional absence.

Teachers' Associations.

It has been very satisfactory to me to notice the steady progress in numbers and usefulness of the Teachers Association in this district. Seven years ago I was invited to become its president, and I have always felt it a privilege to be present at its periodical meetings. One of the more experienced teachers generally reads a paper on some practical topic, and this is followed up by intelligent and animated discussion. My estimate of the value of these meetings increases every time I attend one. There is no profession whose members are so isolated in their ordinary duty as that of teachers. There is none in which they can make better use of each others experience, and of opportunities for frank comparison of methods and results. It has often happened to me to find, after a meeting, that some new process or useful device had been adopted in a school, or that its work had become pervaded with a loftier purpose, directly attributable to the discussion and intercourse of the association. But the value of such meetings is greatly diminished by the fact that the association is sectional, and only includes a small part of the elementary teachers of the district. I have long felt and often expressed the desire that the teachers of Church of England schools should unite with others to form strong local associations for mutual help in the duties of their profession. When it is considered that their training, their duties, and their interests are absolutely identical with those of other certificated teachers, except in regard to the single subject of the Church Catechism, it is much to be desired that this should be done. Hitherto, however, the formation of a united association has proved impracticable, chiefly, as I am informed, because the masters of Church schools fear that in joining it, they would offend the clergy and school managers. Another reason has also influenced them. The present system of sectional inspection undoubtedly tends to keep the various classes of teachers apart. When a Church schoolmaster finds that his school is visited by a special officer, and is compared, not with the neighbouring

Why they are not stronger and more useful.

schools, but with other Church schools at a distance, he is naturally led to think that the Government has some motive for regarding him as one of a separate class. It is no part of my duty to discuss the propriety of regulations which have long been sanctioned, doubtless for important reasons, by your Lordships. But I may be permitted to refer to the actual working of denominational inspection as it is visible here. The Nonconformist is irritated by an arrangement which brings the whole power and *prestige* of a Government officer to bear on the inculcation of Anglican theology, and gives no corresponding help to religious teaching of any other kind. The politician is struck with the inconvenience of a system which forbids any one of those officers to take cognizance of the needs of a district, or of its educational provision, as a whole. The economist wonders at its extravagance. But it is the inspector of schools who knows best how much of his time and strength it wastes, how powerless it makes him to institute a fair comparison between two rival schools, and to bring them into friendly relations, and above all, how it alienates the teachers, and prevents the growth of a proper *esprit de corps*, or of useful professional associations in the various districts.

After a seven years' tenure of office as inspector of schools in Yorkshire, I quit the district with very genuine regret. I shall always retain pleasant recollections of the unfailing courtesy and hospitality of the school managers, and especially of the kindness with which the teachers have received my criticisms, and of their earnest and conscientious efforts to co-operate with me in every plan for improving the instruction and discipline of their schools.

I have the honour to be, &c.

J. G. FITCH.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, H. E. OAKELEY, Esq., M.A., late Fellow and Lecturer of Jesus College, Cambridge, *on the* BRITISH, WESLEYAN, *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* NORTHUMBERLAND, CUMBERLAND, DURHAM, WESTMORELAND, *and part of* YORKSHIRE.

MY LORDS, January 1870.

I HAVE the honour to present to your Lordships my general report for the year ending August 31st, 1869.

Year's work.

The number of separate departments inspected was 189, and 25,088 children, 14,752 boys, and 10,336 girls, were present at the examinations. Of these, 14,593 above six years of age who had made upwards of 200 attendances were entered on the examination schedules, but 680 were absent from illness or other causes, leaving 13,913 who were examined in the six standards. Also 288 were presented (and 270 passed), in what may be called the 7th Standard. With the exception of about 800 marked by Mr. Lee, whose assistance I had for 10 days, these were all examined by me.

Much time consumed in travelling.

A glance at the map will show that much time is necessarily consumed in travelling over my large district, an extreme case of which was a journey of 11 hours to and from West Burton school, in order to examine 14 children. I may remark that my colleague who examines Church of England schools in Yorkshire, had been within six miles of this place about a month before. The whole number of miles travelled was 7,328.

A considerable increase of schools and scholars during the last two years.

The limits of the district are not exactly the same as when I wrote my last report, the increase of work having necessitated an alteration, and 12 departments in Lancashire, with six in Yorkshire, were removed from my list. In order, therefore, to make a comparison with the numbers given two years ago, these must first be withdrawn from the tables then given. This done, there appears within the geographical limits of my present district an increase of 39 departments, 6,784 children present, and 3,984 examined in the six standards. A small portion of this striking improvement is nominal only, being due to the transfer of six departments of National to the list of British schools.

I also examined 412 night-scholars from 27 schools, chiefly under Articles 142–9.

"Simple inspection."

Of the day schools, 10 departments (present, 712 boys, 575 girls), were cases of "simple inspection" either by invitation of the managers, or where a qualification to compete for a certificate was desired by the teachers. As a

rule, schools of this class are badly and unmethodically taught, unskilfully organized, and imperfectly classified. School drill, which is extremely valuable both in promoting habits of order, method, and obedience, and also in economizing and making the most of school hours, is either altogether wanting, or consists of a few irregular movements very unlike those taught at the training schools. It is the difference between a mob and a regiment. The classification is occasionally prescribed to some extent by the parents, who for example send a message to the teacher that Mary Ann being quite as good as the neighbouring Sarah Jane must be placed in the same class. I do not believe that these are exceptionally unfavourable specimens of unaided schools; on the contrary, inquiries I have made, and general observation and experience, lead me to the conclusion that they are as a rule superior to the schools not reached at all. There are exceptions to this as to most general statements; I found one school of this class—the Elswick Works boys' school—in a very satisfactory state. The master is a teacher of skill and experience, and amongst the assistants, one is certificated, and two others are ex-pupil teachers.

Aided schools.

Of the day schools receiving grants, 31 were for boys only, 21 for girls, 27 for infants, and 100 for both sexes. I am rather surprised to find male teachers at nearly all the mixed schools; a well-trained mistress is perfectly able to manage and instruct boys up to the age of 12 or 13, when properly supported by the managers. Melsonby Wesleyan school, for instance, has been for 12 years under Miss Strickland, and the discipline has always been remarkably good. The judicious manager, when I was last at the school, pointed out a boy who having been noted for his rudeness at a neighbouring private boys' school was quickly tamed by the mistress.

Proportion of scholars presented and per-centage of failures in each standard.

The following Table shows for all day-schools receiving grants except infant schools, the proportion of children presented in each standard, and the number of failures for every 100 scholars.

Per-centage examined in		Failures per cent. in		
		Reading.	Writing.	Arithmetic.
Standard I. -	24·9	13·3	7·	21·6
„ II. -	24·8	11·6	2·8	24·
„ III. -	20·2	9·	11·5	16·7
„ IV. -	15·	6·	28·8	30·3
„ V. -	9·	9·	21·	24 2
„ VI. -	6·1	6·	13·8	26·2

On the whole there fail in reading 10 per cent., in writing 11, and in arithmetic 23. Comparing these with analogous results given in my last report, there seems to be an advance in reading and writing, and a slight falling off in arithmetic. But it should never be forgotten that many other points are to be considered. I regret to say that the proportion of children examined in the lowest standards, is still very large indeed. About seven-tenths continue to be placed in the three lowest, and one-half in the two lowest standards. Taking this along with the fact disclosed by the attendance registers, that more than half the children at school have been there less than two years, and allowing for occasional changes from one school to another, the inevitable inference is that even in this class of schools, incomparably superior to the unaided schools, a very large proportion of children leave permanently with so slight an outfit of knowledge as to make it certain that in a few years it will be entirely forgotten.

Lower classes far too large.

Inference therefrom.

Before leaving these statistics it will be both interesting and important to distinguish between the different classes of schools. The following Table shows for each the proportion of scholars presented in the upper classes, and the results of the schedule examination.

Three classes of schools compared.

—	Per-centage of Scholars examined in Standards IV.–VI.	Failures per cent., Standards, I.–VI.		
		Reading.	Writing.	Arithmetic.
Boys' schools (31)	31·8	8·2	8·6	18·5
Girls' „ (21)	24·	8·7	9·	20·
Mixed under a master (90).	31·	11·3	12·8	26·3

The mixed schools under a mistress are not given, the numbers not being sufficient to warrant any general deduction.

A large infant class often an impediment in a mixed school.

One reason why the mixed schools do not appear as favourably as the others is that the latter have usually an infant department attached to them; the former with few exceptions stand alone, and always contain an infant class which is frequently very large. The master is unable to give it proper attention; it is often left to a monitor, though of all classes it is the most difficult to manage; no distinctive infant training can be carried out, and it acts as a drag and impediment on the whole school. This class is a difficult one for an examiner to deal with. I usually hear one or two

lessons (which if given by the monitor are generally ill-composed and very dull), and then examine all between five and six years of age in a standard below the first. They should be able to copy letters and figures written on the black-board, to read words in the first infant primer, and to evince some slight elementary idea of number. Where the infant class is large, I never cease to advocate the establishment of a separate infant department.

Infant schools.

In the 27 infant schools, 661 children were examined in the first standard, and about 87 per cent. passed. This is rather a better result than in other schools, but a still greater advantage appears from a comparison of the ages. The average age in the first standard in infant schools was 7·2 against 8· in other schools, which establishes the highly important fact that in infant schools, children are as well advanced as those in other schools who are more than nine months older. So in a boys' or girls' school fed by a good infant school, the children are nearly a year in advance, *i.e.*, most are a standard higher than according to the average they would be in other schools, and in such schools only is there any approximation to the Royal Commissioners' computation what the ages ought to be in each standard.

(1.) Reading.

Primary subjects.—In reading 90 per cent. passed, the failures being most numerous in the lower classes. Really good reading with emphasis and expression can only be looked for in schools where some attempt is made to cultivate taste, for example, by teaching such subjects as music, drawing, and composition. In the higher classes too the reading is more agreeable when a variety of books is used; in many schools children in the 4th Standard and upwards read accurately and fluently the one lesson book (often inappropriate) in which they have been drilled throughout the year, but there is a painful absence of taste, expression, and intelligence.

(2.) Writing.

Whilst the handwriting is in general good there is much room for improvement in spelling. I agree with some of my colleagues that it would be a useful change to introduce spelling of easy monosyllables into the writing exercise of the 2nd Standard.

(3.) Arithmetic

I consider it an error to argue that because the failures are twice as numerous in arithmetic as in reading therefore the one is badly taught in comparison with the other. The fact is that according to the disposition of the standards arithmetic is made relatively the hardest subject for a pass, and there will always be more failures in it. It is, however, undoubtedly true that arithmetic is not always well taught, particularly in girls' schools. The teaching is too mechanical;

often defective in girls' schools.

numerous examples are worked without proper explanations of the reasons for the processes, and if anything like an easy problem is proposed at the examination it is regarded as a riddle which may possibly be guessed at, but does not at all fit into any groove of examples in which the children have been drilled. It may be allowed that it is by no means easy for this class of teachers to teach arithmetic well, for to do so it is not only necessary to know all the rules and be able to work sums, the teacher should also have a good elementary knowledge of algebra, which some masters, but, of course, no mistresses have; and we here find the explanation of the puzzle that although female students at the normal schools work the arithmetic papers very well, yet it is frequently observed that the teaching in this subject is not satisfactory in girls' schools.

(4.) Quality. The difference in efficiency in primary subjects between schools in which the per-centage of passes may be precisely the same must be very familiar to all Her Majesty's Inspectors. One scholar may just succeed in scraping through; his reading is correct, though disagreeable and devoid of expression; his writing is poor, and one or two more errors in spelling would cause failure, and in sums he just succeeds in doing the bare minimum. Another child will pass easily, in good style, and without a mistake in all subjects. There is a very great difference between the two, and yet the same grant is paid for each. And as with scholars so with schools which often differ very materially in this respect, though in a table or by the amount of the money grant they would seem to be equal. No doubt the Inspector well knows that the one is much superior to the other, and takes care to indicate this in his report, but I cannot but think there is an anomaly which might be corrected by giving an extra grant for every scholar above the 3rd Standard who passed exceptionally well. This would act as a stimulus on some teachers who seem chiefly to labour at a mechanical routine of which the end and object is to make as many children as possible just safe.

Secondary subjects. Operation of Minute of 20 Feb. 1867. Two years ago the Minute of 20th February 1867 had only just come into operation. It has encouraged the study of secondary subjects, and rendered the teaching of them more precise, individual, and effective. Seventy-six departments made a claim for the extra grant, which, however, by no means represents the number of schools in which additional subjects are taught, many being ineligible from not satisfying the conditions of Article 54. Of these 76 schools, about two-thirds passed the examination sufficiently

Geography usually the selected subject.

well, geography being most frequently the selected subject. I regret this, believing that where one extra subject only is taken, grammar is a better intellectual training. Thought is required in parsing a simple sentence; every fresh combination of words presents a new problem which tests more than mere memory, but the effects even of good teaching of geography on a large proportion of children are that a certain knowledge of names, measurements, and facts is acquired with little or no exercise of the thinking faculty. It is not very uncommon for children to draw good maps from memory (which requires an imitative power and a correct eye), and also to repeat by heart strings of names, lengths of rivers, and heights of mountains, and yet to make the strangest blunders in answering simple questions which do not exactly correspond with the wording of their text books. But in most large schools both grammar and geography at least have been taken, and to show what can be done in our elementary schools I will copy the answers of the manager of Jarrow Chemical Works school, which is the largest in my district, to the usual question in my notice of inspection, "how many children will be presented under "the Minute of 20th February 1867 in subjects exceeding "Article 48, and in what subject or subjects?" He said: "In the boys' department we are prepared to be examined "in the following subjects:—Class 1, division 1 (about 30), "algebra to quadratic equations; division 1 and 2 (about "80), arithmetic, all the rules. Class 2 (about 40), pro-"portion, vulgar and decimal fractions. Class 1 and 2, "general geography, especially England, with map from "memory; history, houses of York and Lancaster; gram-"mar and composition. In the girls' school about 40 will "take the same examination in grammar, geography, and his-"tory." In algebra and arithmetic I gave papers of 14 or 15 questions which I set some years ago when examining Cheltenham College. In the other subjects questions (six or seven in each) were dictated and answered on paper. I was quite surprised at the general results, which show what can be done under certainly most favourable circumstances, viz., judicious and efficient management, good buildings fitted with the best apparatus, and a strong staff of able teachers. The following analysis of the examination in primary subjects will show that they are also well taught:— In the boys' school 275 were examined, of which 151 (55 per cent.) were in Standards IV.–VI., also 29 were examined and passed in Standard VII. In Standards I.–VI. about 89 per cent. passed. The ages were low, averaging 8·2 in Standard II. (very little more than the ordinary age in

Subjects selected at Jarrow Chemical Works School.

Examination of the same school in primary subjects.

Standard I.), 9·5 in III., 10·7 in IV., 11·5 in V., 12·6 in VI.; discipline excellent. In the girls' school 135 were examined, 61 (or 45·2 per cent.) in the three upper standards, and about 88½ per cent. passed. The discipline is very good here also. In the infant department 102 were examined in the 1st Standard averaging exactly seven years of age, and about 98 per cent. passed. The vocabulary of praise has been almost exhausted by myself and former Inspectors in speaking of Miss McEwan's power of training and teaching young children.

Union British School, South Shields.

An equally satisfactory examination was passed by the largest single department in my district, the Union British boys' school at South Shields. About 90 boys were examined by me in grammar, geography, and a portion of English history. I was in particular greatly pleased with their map drawing from memory, and I have several maps of England, Scotland, and Europe drawn at this examination which are exceedingly well done. Most of these boys are fully equal and many are superior to pupil-teachers at the end of the first year. 303 were examined in Standards I.–VI., 40 per cent. being above Standard III., and 92 per cent. passed. The ages are higher than is altogether satisfactory, which is caused in a great measure by the fact that, though there is a very good infant school under the same management, it is situated too far off to serve as a feeder to the boys' school. I propose in an appendix to give a general list of schools which passed best, though it is but fair to say it does not include all schools where hard and useful work is done, but it is nearly impossible for some under very unfavourable circumstances to make a good show at the examination.

Two schools under unfavourable circumstances.

Of this class are the large Jubilee British school in Newcastle, which takes the very poorest boys in the town, and the ragged school at Tynemouth, where the children are of a social grade as inferior to those at ordinary elementary schools as the latter are to middle class schools. Many of these poor children have very bad home influences, some (which perhaps is preferable) have no homes. The teachers work very hard, though the irregularity of attendance and the ingratitude and selfishness of the parents must make their task a thankless and difficult one. The school-pence at Tynemouth last year, amounted to less than 3*s.* 3*d.* per child, the grant can never be very large when 80 per cent. of those on the books have been less than two years at school, and I much regret to hear there is very great difficulty in collecting sufficient subscriptions to made both ends meet. The average

attendance is about 200, and one may safely say, that at least three-fourths would never enter a school again were this one closed. Up to this time it has been kept alive by the vigorous efforts of the incumbent of the parish and some dissenters who have worked well together, and by the generosity of a benevolent gentleman who has subscribed largely, but I fear they have been very poorly seconded by the inhabitants generally. The premises are so bad as to be barely passable, and it would be a great and important work if some of the wealthy inhabitants would take up the matter in earnest, and erect suitable buildings near or on the site of the present one, which has always been regarded as a mere makeshift.

Night Schools.—I am glad to state that the proportion of scholars presented in the lowest standards to the whole number has decreased, but there is still a tendency to abuse the concession that night scholars may be presented a second time in the same standard. The failures were 6·8 per cent. in reading, in which the examination is conducted by the managers, 18 in writing, and 16·5 in arithmetic. This seems to indicate too low a standard of efficiency in the minds of the managers. I think it would be a good plan to graduate the grant for passes, for instance, to pay 6*s.* 6*d.* for pass in Standard VI., decreasing by 6*d.* in each lower standard. The whole payment would not be greater than at present, and we might expect a better proportion in the higher classes. The fact that the 96 presented in the lowest standard have on the average, attended day schools for 3⅛ years, is a very melancholy one, and shows us pretty plainly how crass must be the ignorance of the great mass who leave school before they have been there three years, and do not even attend night schools afterwards.

The tendency to abuse the concession that night scholars may be presented a second time in the same standard might be checked.

I mentioned in my last report the Tyneside Association of Teachers, which had a short time before been formed for the purpose of holding periodical competitive examinations of their pupil-teachers, prizes being given to the successful candidates at the close of each year. These examinations have continued to be very judiciously conducted by the teachers, who have given much time and trouble and have been put to some expense, with the sole object of improving their pupil-teachers. The managing committee have shown tact as well as skill, and they have an energetic and efficient secretary, Mr. Goddard. Twenty-one departments (including two national schools) are represented, and about 70 pupil-teachers with 20 candidates attend the monthly examinations, after which the answers in each subject are carefully marked

Proceedings of the Tyneside Association of Teachers.

by the teacher who set the paper, and are returned to the different schools, there to be again read by the candidates and their own teachers who point out and discuss the errors. The marks are carried forward to the final list, which is eagerly looked for at the end of the year. At Christmas 1868, of six pupil-teachers from these schools who competed for admission to training colleges, five obtained good places in the first class, and one was at the top of the second. These examinations have had the following good effects,—(1), they have in no small degree improved the pupil-teachers in actual knowledge, readiness, and style; (2), they have had a beneficial effect in making the pupil-teachers in outlying districts acquainted with their fellows in other schools, and in establishing an *esprit de corps* amongst them; (3), they have diminished the difficulty of obtaining suitable candidates by making the position better known and more popular, in fact this difficulty scarcely exists at all in these schools. It is remarkable that on no single occasion has there been an attempt to shirk an examination.

Good effects of their examinations.

South Durham Association.

A similar association was formed at the beginning of 1868 in Darlington, about 90 pupil-teachers from 43 schools belonging to it. The general plan does not materially differ from the Tyneside scheme, but it is worthy of notice that five Church of England schools are included, and that no objection on either side has hitherto been made to any of the questions on religious knowledge. One difficulty—the expense of travelling from the schools to Darlington—has been greatly lessened by the liberality of the directors of the Stockton and Darlington railway, who allow pupil-teachers and teachers to travel from any station to Darlington and back again, for the purpose of attending the examination, for sixpence only each time. Hitherto the practical art of teaching has not been included, but the attention of the committee has been directed to this important point, and it is probable that some difficulties in the way will be surmounted. The teaching exercise for each year prescribed in the last code is generally regarded as a very useful addition. Examination in teaching, however, forms part of the scheme of a third association, lately started in the neighbourhood of Newcastle, for Wesleyan schools only. There are at present 19 belonging to it, containing 43 pupil-teachers.

Management.

I regret to say that at many British schools the management is little more than nominal. The school is seldom visited, the needlework never examined, and the registers never glanced at save perhaps for a few minutes before signing the returns at the time of the inspection. Besides the evils

resulting from absence of supervision, and the loss to young teachers of advice, sympathy, and encouragement, there is a further very serious disadvantage from the teachers in such schools being usually left to make what they can out of the grant and other sources of income. The direct tendency of this arrangement is that, (1.) the master may labour on with inferior or insufficient assistance, often to the detriment of his own health; (2.) the books and apparatus are limited to the barest necessaries. I remember telling the teacher in a school of this description that the small account book he used as a log book did not satisfy the requirement, on which he answered in an aggrieved tone that he would have to pay for another out of his own pocket; (3.) there is a direct temptation to place new comers in classes too low for them in order to make sure of their passing: (4) there is an ever recurring temptation to mark children as present who have been in attendance less than two hours. These are some of many grave evils which I have often pointed out, specially reporting cases where the line dividing public from private schools is actually overstepped.

Compulsory Education.—We have heard much about compulsory education during the last two years in speeches of public men, in newspapers and in common conversation, and the question has reached that stage when it may very properly be dealt with in a report, though from an educational, not political, point of view. To attempt more however than to give general conclusions would greatly exceed the fair limits of space. The managers of schools inspected by me, who for the most part are manufacturers, shopkeepers, and intelligent artizans, and but rarely landowners or farmers, are as a rule very favourable to a system of indirect compulsion, *i.e.* of requiring children to show an elementary knowledge before a competent authority of reading, writing, and arithmetic, before they can earn money. The difficulties so often alleged of applying this principle to agricultural districts are certainly not insuperable, for they do not exist in parts (at least) of my district. In that fine picturesque country on the north and west of Northumberland, education is not found to be inconsistent with agriculture. The labourers who have so often been held up as models to the rest of the country, whose merits appeared so strikingly in Mr. Henley's interesting report, are the best educated and most intelligent of their class that I have met with, and they are generally very anxious that their children should attend school as regularly as is practicable. That a fair attendance is not incompatible with ordinary work in the fields is proved by

May be applied to agricultural districts.

the fact that in several schools children are presented for examination who have been employed in the fields during the whole time that their labour is useful to the farmer, and yet have made more than the requisite 200 attendances, and are each year advanced a standard. Mr. Duncan, the experienced and very intelligent master at Wooler school, (which by the bye stands at the head of my list of good mixed schools in the Appendix), in a thoroughly agricultural district, tells me that 22 children examined at the last inspection in the higher standards had been regularly employed in the fields, and he also says, "it is my decided opinion that with an occasional "exception all the farmers in the district could allow the "children up to 13 years of age to attend school at least "200 times every year." Again, the alleged difficulty of there being insufficient schools and teachers is not a very formidable one; schools could soon be built and any number of trained teachers would be forthcoming in a few years if it were made worth their while. Nor can I allow weight to the rather curious assertion we sometimes meet with, that compulsion is un-English. We have seen many so called un-English propositions become law in our own generation, but not to dwell on this, what can be more compulsory than the Vaccination Act, the Factory Acts, the Workshop Act, or indeed the law requiring parents to clothe and feed, and not to ill-treat their children. Lastly, the argument "there is "no need for any change," based on a confusion between two very different things, (1.) the number of children stated by school registers to be attending some school or other, and (2.) the number of children receiving a very moderate education,—is a vain one. At the best schools (the aided) many children, forming a considerable proportion of the whole number, leave for work or some other reason before they can be considered "educated" in the lowest interpretation of the term. At the next class, the schools which have received grants for building (and are generally on that account better built and fitted up than the rest); or where inspection is sought for in order to obtain a report of the work being done, and hints and guidance as to the future conduct of the school; or where the teachers desire a qualification to compete for a certificate, and are working hard to obtain the requisite good reports; at schools which, in any one of these three cases, may fairly be presumed superior to other unaided schools, the evils of irregular attendance are still further aggravated, and in addition the teaching, classification, drill, and discipline are manifestly inferior to the first class; and finally at the large class of schools beyond, probably few children would at present obtain a humble and most moderate

The alleged insufficiency of schools no argument against compulsion.

The assertion that compulsion is un-English simply means that at present it is not adopted in this country.

The argument that there is no need for change shown to be vain.

certificate of efficiency. When I add that a large number never go to any school whatever, I think the case for interference is completely made out.

I have the honour to be, &c.

H. E. OAKELEY.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

I here give lists of schools which passed the best examinations, considering, (1.) discipline, general tone, and character; (2.) proportion and style of passes; (3.) proportion examined in the upper classes; (4.) ratio of the number examined to the average attendance; (5) average age in each standard, and, (6.) proficiency in subjects beyond reading, writing, and arithmetic. In justice to some schools under peculiar disadvantages, I wish to point out that the lists give actual results and do not take account of local difficulties.

(1.) BOYS' SCHOOLS (whole Number inspected, 33).

SCHOOL.	Number examined in Standards I.—VI.	Per-centage examined in Standards IV.—VI.	Passed per Cent.
Jarrow Chemical Works, B.	275	55·	88·6
South Shields Union, B.	303	40·	92·3
North Shields, Pres.	137	44·5	92·4
Stephenson Memorial, B.	143	38·	92·1
Berwick, B.	98	39·	95·2
*Crook, B.	180	21·6	96·7
Elswick Works, B.	224	27·7	94·1
Felling, B.	157	23·6	94·5
Kettlewell (North Shields), B.	156	26·3	91·9
*Darlington, Albert, B.	126	12·7	98·8
Darlington, Wes.	91	39·4	88·
Hartlepool, B.	223	22·4	88·4
Kendal, B.	239	44·	75·
Seaton Burn, B.	84	29·7	91·8

(2.) GIRLS' SCHOOLS (23 inspected).

North Shields, Pres.	111	47·7	89·8
Berwick, B.	106	26·4	96·9
Felling, B.	140	16·4	98·1
Jarrow Chemical Works, B.	135	45·2	88·4
Castle Street, Kendal, B.	102	19·6	94·8
Crook, B.	112	11·6	98·
Pease's West, B.	57	24·6	97·7
Old Shildon, B.	57	10·5	99·3

* These were new schools; at the following examinations, just over, the results were surprisingly good in reading, writing, and arithmetic.

(3.) MIXED SCHOOLS under a MASTER (whole Number, 95).

SCHOOL.	Number examined in Standards I.—VI.	Per-centage examined in Standards IV.—VI.	Passed per Cent.
Newcastle, Orphan House, Wes.	237	57·4	89·5
Wooler, Pres.	88	58·	93·6
Barnard Castle, Wes.	169	40·2	90·1
Allenheads, B.	100	35·	92·3
Auckland, Friends, B.	169	27·9	93·9
Holmehead, B.	182	35·7	85·7
Consett, B.	139	33·1	94·7
Redcar, B.	101	31·9	90·4
Southchurch, B.	136	22·8	97·6
Cambo, B.	43	32·6	98·4
Kieldar, B.	24	66·6	91·3
Middlesbro', Wes.	154	18·8	92·
Auckland, Wes.	119	33·6	81·8
Longtown, B.	110	43·6	81·8
Maryport, B.	113	32·7	88·2
Penrith, B.	95	35·8	91·2
Tow Law, Wes.	89	28·	97·8
Amble, B.	75	29·	93·8
Belford, B.	43	44·2	87·6
Burradon, B.	112	33·	84·
Cleator, B.	98	27·5	87·8
Durham, Wes.	95	28·	93·
Great Bavington, Pres.	23	47·8	85·5
Houghton-le-Spring, Wes.	119	20·1	94·
Wolsingham, Wes.	110	34·5	85·

(4.) INFANT SCHOOLS (whole Number, 28).

SCHOOL.	Present.	Number examined.	Passed per Cent.
Jarrow Chemical Works, B.	301	102	97·4
Berwick, B.	128	34	94·
Newcastle, Orphan House, Wes.	212	61	84·
Kendrew Street, Darlington, B.	184	27	100·
South Shields Union, B.	160	67	91·5
Darlington, Wes.	141	24	93·
Felling, B.	141	22	97·
Tow Law, Wes.	116	18	96·3
Barnard Castle, Victoria, B.	161	37	75·
Newcastle, Arthur's Hill, B.	256	38	74·6
Longtown, B.	74	38	79·
Morpeth Corporation, B.	77	14	90·5
Stephenson Memorial, B.	113	38	84·

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector,* WILLIAM SCOLTOCK, Esq., M.A., *of Christ Church, Oxford, on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the* MIDLAND DISTRICT OF ENGLAND.

MY LORDS, January 1870.

TWO years have past since I had the honour of presenting my last report. These years have been marked by progress as regards the number of schools and of scholars in my district. Owing to press of work I had to ask for help in the autumn of 1868, when my colleague, Her Majesty's Inspector, Mr. Bowstead, most kindly allowed his assistant to join me, and in the autumn of 1869 my colleague, Her Majesty's Inspector, Mr. Fearon, at great personal inconvenience, sent Mr. Sharpe to assist me, as I could not single handed keep the district free from arrears; for these most friendly acts I feel deeply obliged. Increase in schools and scholars.

I have now to offer my most respectful thanks for permission to name an assistant to serve in my district; for this favour I am most grateful. Appointment of an assistant.

Bad trade in South Staffordshire and want of full employment in other parts have of necessity made against regular attendance, as workmen must move from one place to another to get bread for the household; but in spite of bad trade, and in the face of reduced wages, the children of the working classes have come to school, and the school fees have as a rule been paid, and where good schools are set up the same are in general full. No fact has so forced itself upon my mind for some time past as that a full school means good teaching, and scanty attendance still scantier instruction. Effects of bad trade.

My experience leads me to think, that though many colliers and many puddlers may be themselves untaught, still their own good sense and knowledge of the world make them feel that their children must not grow up in ignorance, and they wish schools to be a reality and not a sham; that the inspection should be strict and searching; in fact, they look to the inspector to give a trade mark to the goods, and they would hold him unworthy of trust if he stamped a bad article as one of real merit; and I am most ready to confess that such views on the part of the labouring classes are a source of strength, for I feel bound to see not only that the Government grant be not spent in vain, but also that the pence be not paid for the shadow instead of the substance. The labouring classes willing to send their children to school and require such schools to be good.

The school buildings are mostly in good order, and the fittings suitable, but in report after report I have to complain of the want of cleanliness. The teachers are either powerless or negligent in the matter, for the state of the floors and Want of cleanliness in schools.

benches too often sets an example of what is to be avoided rather than what is to be adopted at home. Now this question is a serious one, and should be seen to by the managers, but other points, such as the proper amount of warmth, opening of windows, admission of air through the ventilators, due supervision in the playground and the like, are matters which fall within the duties of the teachers themselves, and on every account deserve proper consideration. One point should be strongly insisted upon, I mean the thorough ventilation of the rooms after morning and evening school. I fear that in too many instances the windows and ventilators remain closed, so that the foul air stays in the school to the manifest injury of teachers and taught. To the chilling nature of some schools I can bear witness, and even now I call up with anything but warm feelings the state of a certain infant school. The wonder on my part was that the mistress did not at once strike work and dismiss the children, and for so doing plead the claims of humanity. I saw the managers on the subject, and trust that the school keeper suffered in consequence.

Reading passable but not good.

The reading in most schools is passable, but not good; it wants intelligence and finish. Moreover the children in Standard I., and the girls in all standards frequently do not speak out. Many causes may be assigned for the defective reading, among them the want of good infants' schools in which the young children could be taught by a skilled and industrious mistress instead of being left to the tender mercies of an unskilled and idle monitor in a mixed school. Another great drawback is the desire to make scholars pass in the lower standards by keeping them at the same book and compelling them to go wearily over the identical pages instead of really teaching reading; possibly the device may answer for once, but it brings its own reward in the shape of failure in the higher standards. Again, many of the books are neither instructive nor interesting; they do not touch either the imagination or the intellect. Probably the reading might be improved if the teachers more frequently read to the scholars as an example, and then called out one or two children and made them read to the class. It might also be of advantage to set passages to be learnt by heart, and this would serve a double purpose. Recitation would be a test of intelligence, emphasis, and stops, but, moreover, the class might be told to write out what they had learnt, and this would serve as a lesson in dictation; however, no matter what course be adopted so that the reading be good, for unless fluency in expression and quickness in comprehension be secured the mere words will soon be forgotten and the ability to read become matter of school days only instead of being a possession for ever. The meaning of words should

be a part of every reading lesson; by this I understand, not derivations (a good enough exercise in its way), but the skill to give a common word instead of a difficult one, and to turn a hard sentence into plain language.

In most schools the writing on slates is good, in some it is excellent; the large hand in Standard II. would often do credit to scholars of greater age; but the writing on paper is by no means equal to the writing on slates. In days long since the copy books and the ciphering books served as the advertisement of a school; the children took them home, and wondering friends admired the moral precepts and neat red lines. Our present race of teachers deride all such ways, and say that in dame schools reading only is taught, and in the boys' schools only writing; be it so, but do not let us forget to pay attention to these subjects while devoting care to others. Good plain writing is of the utmost importance, not the angular hand of your finishing seminary or the scrawl of your commercial academy, but a bold print-like style, easy to write when learnt, and still easier to read when seen. Writing on slates good, on paper moderate.

To secure this, writing on paper should be taught as early as possible; the copy-books should be duly looked over, errors in spelling corrected, badly shaped letters marked. Very little should be written at a time; the copies should occasionally be set upon the black board, and only one line of each copy should be written, so that attention would have to be directed to the copy. Some years ago I well remember being especially struck with the excellent writing in a school now no longer in my district. I took great trouble to find out the methods used to secure such results, and among others were the following:—Single letters were traced in pencil on the copy books, and the children wrote over the tracing; next, a portion of a letter was formed in pencil and the children had to complete the letter, and so on, step by step, the rule being "little and good." In connexion with writing comes composition, and this is, in the majority of cases not well taught if taught at all. The substance of some part of the reading lessons should be written out from memory; questions also on geography and grammar out to be given as home lessons.

Arithmetic is much better taught than formerly; not only are the "passes" greater in number but more sums are correctly worked and less time is taken in the working. Moreover the children can in most schools answer questions which require some thought, and this is a great advance, for out of three questions formerly the one in the shape of an easy problem was not done at all, or else incorrect. The most absurd notion is taken up by some teachers as regards reduction; this rule they consider as a certain special attainment, a matter of science not rashly to be meddled with. Arithmetic improved.

For instance, in Standard IV. it would, according to their views, be unfair to ask a child to add 50 pence to any number of pounds and shillings, because the pence must be *reduced* to shillings.

In most schools a special subject is taught, in several more than one subject is taken up. As a rule I always refrain from selecting schools for special praise, because circumstances have much influence on the teachers' powers; the regularity or irregularity of attendance, home influence, and other causes make for or against a school. However, I feel bound to give praise to two schools, the boys' school belonging to Messrs. Philips at Tean, and the boys' school belonging to F. Wedgwood, Esq. at Etruria, are worthy of remark, for in them, before and since the introduction of the Revised Code, grammar, history, and geography have been taught with skill and success; and if the individual examination has tended to make the elementary instruction more accurate, it has not in the above-named schools destroyed the teaching of the higher subjects, and I believe that this attention to grammar and the like has tended to keep up the intellectual character of the scholars and enables them to pass well in the lower branches.

Tean school and Etruria school well taught.

The number of girls in the schools which I have the honour to inspect is small as compared with the number of boys. The girls' schools are also few, but one among them is really excellent; I mean the department for girls at the Clay Cross Iron Company's schools. The accuracy of the arithmetic, the neatness of the writing, the skill in answering questions in grammar and geography; in fact the instruction in general would do credit to any school, and the discipline is admirable. I have the greater pleasure in naming this school because the children are drawn from the working classes, the fathers in most instances being colliers, and there can therefore be no suspicion that home education does much and the school little. Would that I had more such girls' schools to inspect for the sake of the labouring classes.

Clay Cross Iron Company's girls' school very efficient.

The schools in which managers hold periodical examinations are few in number, but where such examinations take place the influence on the schools is most salutary. In the Hebrew schools at Birmingham a very careful examination was conducted by the managers as the analysis will show. That the examination was a reality may be inferred from the statement of the chairman of the school committee, who informed me by letter "that the examination was conducted "in the strictest manner by men anxious to test the acquire-"ments of the children, and the results were most carefully "recorded." "I intend" (he goes on to say) "proposing "a quarterly examination of the pupil-teachers."

Examination held by the managers of the Birmingham Hebrew schools.

ANALYSIS of the RESULT of the EXAMINATION of the BIRMINGHAM HEBREW NATIONAL SCHOOLS by a Sub-Committee of the Managers, August 29 and 30, 1869.

—	Standard.	No. in Class.	Numeration. G.	F.	B.	Reading. G.	F.	B.	Dictation. G.	F.	B.	Writing. G.	F.	B.	Arithmetic. G.	F.	B.	Tables. G.	F.	B.	Geography. G.	F.	B.	Grammar. G.	F.	B.	History. G.	F.	B.	Total Marks in each Denomination. G.	F.	B.	Total Marks.
97 Boys.																																	
1st Class	VI.	21	21	0	0	10	10	1	5	8	8	8	8	5	10	8	3	13	3	5	Elementary.			Elementary.			Elementary.			67	37	22	126
2nd „	V.	12	12	0	0	8	3	1	5	3	4	5	2	5	7	1	4	11	0	1										48	9	15	72
3rd „	IV.	20	12	6	2	11	9	0	10	6	4	7	12	1	5	3	12	15	2	3										60	38	22	120
4th „	III.	22	15	1	6	12	0	10	6	0	16	12	0	10	5	15	2	9	9	4										59	25	48	132
5th „	II.	22	3	16	3	6	9	7	4	15	3	5	13	4	4	6	12	5	16	1										27	75	30	132
80 Girls.																																	
1st Class	VI.	11	11	0	0	10	1	0	2	7	2	8	3	0	0	0	11	3	8	0	6	5	0	4	4	3	6	3	2	50	31	18	99
2nd „	V.	14	12	2	0	7	7	0	4	5	5	8	5	1	4	1	9	6	4	4										41	24	19	84
3rd „	IV.	19	18	1	0	9	7	3	5	9	5	8	9	2	12	6	1	9	8	2	Not taught.			Not taught.			Not taught.			61	40	13	114
4th „	III.	16	16	0	0	10	4	2	5	8	3	7	6	3	14	0	2	15	0	1										67	18	11	96
5th „	II.	20	2	7	11	4	10	6		Nil.		1	10	9		Nil.		0	6	14										7	33	40	80
Total Marks in each denomination - - -																														487	330	238	
Grand Total of Marks - - - -																														—	—	—	1,055
Average per cent., good, 46; fair, 33; bad, 21 = 100.																																	

Numeration, dictation, and reading, no errors, good; one and two errors, fair; more, bad.

Arithmetic, 1st classes to practice.
„ 2nd and 3rd classes, compound rules.
„ 4th and 5th classes, three first rules.
} Three sums; all correct, good; one wrong, fair; more, bad.

Tables, 1st and 2nd classes, multiplication and weights and measures, 6 questions. } five answered good; four ditto, fair; rest, bad.
„ 3rd, 4th, and 5th classes, multiplication, three questions. } three, good; two, fair; none, bad.

Preparatory school of 40 children examined in elementary studies, and found progressing fairly.

M. MOSES,
Chairman of School Committee.

The number of candidates for admission as pupil-teachers in my district is steadily increasing, but sufficient care is not taken by managers in selecting, or by teachers in preparing, such candidates.

Bad attendance on Friday afternoons.

A curious fact was brought to my notice by the former master of the British school at Stafford, who found out that Friday afternoon was the time when the attendance fell off most. The average attendances for the year were on—

	Morning.	Afternoon.
Mondays - - -	127·	128·9
Tuesdays - - -	130·9	128·4
Wednesdays - - -	128·1	126·6
Thursdays - - -	129·7	121·9
Fridays - - -	122·3	112·5

The school was open 49 weeks (including part week at the commencement and part week at the close of the school year). In seven of these weeks no Friday afternoon numbers occur. There were therefore 42 Friday afternoons, and on 28, or two-thirds of these the numbers were the lowest of the respective weeks in which they occurred; and there are special reasons to account for the lower numbers on most of the other occasions. The average attendance on Friday afternoons was 112·5, or nine lower than the next higher, and 18 below the highest (that namely of Tuesday mornings). The girls were much more irregular than the boys; 195 boys and 104 girls were present at all during the year. Of these each boy attended on the average 221 times, and each girl only 149·6.

Payments by scholars for books.

My attention was called by the manager of a school to the circumstance of the master having, without the knowledge of the committee, given orders for books and stationery, for which a claim was sent in without any vouchers. Complaints have also been made by parents that though the school pence may be small, yet the cost of books is considerable. It would be well for managers to bear in mind and impress upon teachers the recommendation that "such "books and stationery as are required by the children should "be purchased by the treasurer; a plain list of the prices at "which the children are meant to obtain the books should "always be hung up in the school, and the person from "whom they buy them (who should, whenever possible, be "one of the managers, and not the teacher) should account "to the treasurer periodically both for stock and money."

In one school under my inspection a stock book is kept, of which the following is a copy:—

COPY of BOOK used in the CHURCH of the SAVIOUR SCHOOLS, BIRMINGHAM, for keeping account of STOCK, and SALES of BOOKS and MATERIALS.

Weekly Account of Daily Sales.

	Books, &c., in Stock for Sale.	Cost Price.	Selling Price.	M.	Tu.	W.	Th.	F.	Total Number Sold.	Amount.	Used for School Purposes.	Date, Week ending.
1.	Copy-books - -	2*s.* 6*d.* doz.	3*d.* each.	2	1	3	2	1	9	£ *s.* *d.* 0 2 3		June 25, 1869.
2.	" - -	1*s.* 6*d.* doz.	2*d.* each.	1	3		4		8	0 1 4		
3.												
4.	Spelling-books -	1*s.* 6*d.* doz.	2*d.* each.			1			1	0 0 2		
5.												
6.	Exercise - -	1*s.* 4*d.* doz.	1½*d.* each.	2	1		3	1	7	0 0 10½		
7.												
										£ 0 4 7½		

Stock Book.

Books, &c. kept in Stock for Sale.	1.	2.	3.	4.	5.	6.	7.	8.															Date, Week ending.
	Copy Books.	Copy Books.		Spelling Books.		Exercise Books.																	
Cost price - -	2*s.* 6*d.* doz.	1*s.* 6*d.*		1*s.* 6*d.*		1*s.* 4*d.*																	June 25, 1869.
Selling price - -	3*d.* each.	2*d.*		2*d.*		1½*d.*																	
Number in stock -	36	36		36		6																	
" to be added -	—	—		—		+12																	
" " deducted	9	8		1		7																	
Number in stock -	27	28		35		11																	
" added - -																							
" deducted -																							

Quarterly Balance.

	Books, &c., sold.	1869. January 6.	13.	20.	27.	1869. February 3.	10.	17.	24.	1869. March 3.	10.	17.	24.	31.	Total Sold.	Cost Price.	Amount at Cost Price.	Selling Price.	Amount at Selling Price.	Profit.
																	£ s. d.		£ s. d.	
1.	Copy-books -	1	2		3		4		1	2		3	3	4	23	2s. 6d. doz.	0 4 9½	3d. each.	0 5 9	Balance profit realized this quarter 3s. 3d.
2.	„ -		3	4		2	3			3		5			20	1s. 6d. „	0 2 6	2d. „	0 3 4	
3.																				
4.	Spelling - -	2		3	2	1	3	1	6	4		3	1		26	1s. 6d. „	0 3 3	2d. „	0 4 4	
5.																				
6.	Exercise - -	1	2		4	3	5		2	1	3	2		6	29	1s. 4d. „	0 3 3	1½d. „	0 3 7½	
7.																				
																	0 13 9½		0 17 0½	

Invoice Book.

Books, &c. For Sale.					Books, &c. For School Use.				
Date.	Articles.	Cost Price.	Amount.	Total per Month.	Date.	Articles.	Cost Price.	Amount.	Total per Month.
1869.			£ s. d.	£ s. d.	1869.			£ s. d.	£ s. d.
Jan. 10	3 doz. Exercise -	1s. 4d.	0 4 0		Jan. 10	Gall Ink - -	—	0 3 0	
	2 „ Copy-books -	1s. 6d.	0 3 0		„ 20	Maps - - -	—	1 10 0	
„ 19	5 „ Spelling -	1s. 6d.	0 7 6		„ 28	2 doz. Slates - -	2s. 6d.	0 5 0	
„ 28	3 „ Copy-books -	2s. 6d.	0 7 6						
				1 2 0					1 18 0

The Daily Sales Book, and Invoice Book, should have a page at the end ruled in double money columns, for exhibiting collectively, the weekly and monthly totals to form an Annual Summary.

The methods of paying teachers are various, but the worst of all, "school-farming," is (I much regret to say) still in existence. Of course in such cases the managers are mere dummies, who sign the returns but have no real management of the school. Some managers give a certain fixed salary, others allow an interest in the pence and also in the grant. Be the forms what they may it would be well that in all cases a written agreement should be entered into between teachers and managers, and this agreement could be kept in the portfolio. Payment of teachers. Written agreements.

In South Staffordshire the Factory Acts have up to this been a failure, but in North Staffordshire the half-time system has done great good. At the first many teachers and also managers declared that the half-timers could never be made to obey, that discipline, order, and cleanliness in their case were impossibilities, but the contrary is the fact. In very few schools is the order better than in the Hanley Wesleyan school for half-timers, and the instruction is thoroughly sound. It is not to be expected that at present a large number of scholars in such schools will be capable of passing in the higher subjects, for many, very many who come into the schools do not know their letters. However, as the system develops itself progress will I feel sure be made. One drawback however to progress is the uncertain attendance on the part of the children; they do not attend a definite number of mornings and afternoons in the week, but they come sometimes for a whole day or even two days, and then stay away; this irregularity is a hindrance to classification. However, I was given to understand that regulations had been issued by the Inspector of Factories to correct this matter. Half-timers.

I have most carefully watched the working of the half-time system in the Potteries from its rise, and I am convinced that it has brought with it an amount of good which few but eye witnesses could believe; the ignorant are now taught, the untidy learn neatness, the careless become attentive, and the idle diligent.

I have the honour to be, &c.

WILLIAM SCOLTOCK.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, P. LE PAGE RENOUF, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the* SOUTHERN DIVISION OF ENGLAND.

MY LORDS,

I HAVE the honour to submit to you my general report for the year ending on the 31st August 1869.

Increase of work since 1864.

The work in my district has immensely increased during the last five years. This will at once be evident from the following names, which have since April 1864 been added to the list of schools inspected by me with a view to annual grants :—

Chesterfield	2	departments	Derbyshire.
Derby, St. Mary's	1	„	„
Hassop	1	„	„
Spink Hill	1	„	„
Dartmouth	1	„	Devonshire.
Newton Abbot	1	„	„
Teignmouth	1	„	„
Poole	1	„	Dorsetshire.
Bristol, Dighton Steeet (infants')	1	„	Gloucestershire.
Gloucester	1	„	„
Portsea	2	„	Hampshire.
Hereford	1	„	Herefordshire.
Crayford	1	„	Kent.
Deptford	3	„	„
Dover	1	„	„
Gravesend	2	„	„
Greenwich, E.	1	„	„
Sheerness	1	„	„
Tunbridge Wells	1	„	„
Sileby	1	„	„
Bethnal Green	1	„	Middlesex.
Hackney Triangle	1	„	„
Hatton Wall	1	„	„
Haverstock Hill	1	„	„
Highgate, St. Joseph's	2	„	„
Holloway	2	„	„
Notting Hill, St. Francis	1	„	„
Little Howland Street	2	„	„
St. John's Wood (girls')	1	„	„
Whitechapel, St. Boniface	3	„	„
Turnham Green (girls')	1	„	„
Cwmbran	1	„	Monmouthshire.
Rhymney	1	„	„
Norwich	1	„	Norfolk.
Oxford	1	„	Oxfordshire.
Alton, St. John's	1	„	Staffordshire.
Brewood	1	„	„
Caverswall	1	„	„
Cheadle	3	„	„
Creswell	1	„	„
Hanley	2	„	„
Heywood, Great	1	„	„

Longton, St. Gregory's	2	departments	Staffordshire.
Newcastle-under-Lyne	2	"	"
Stafford, St. Augustine's	1	"	"
" St. Patrick's	1	"	"
Walsall, St. Mary's	1	"	"
" St. Patrick's	2	"	"
Wolverhampton, Snow Hill	1	"	"
" St. Joseph's	1	"	"
" St. Mary's	1	"	"
" St. Patrick's	2	"	"
" St. Peter's and St. Paul's.	3	"	"
Red Hill, St. Joseph's	1	"	Surrey.
Rotherhithe, Our Lady's of I. C.	1	"	"
" Paradise Street	2	"	"
Southwark, Melior Street	1	"	"
Vauxhall	2	"	"
Arundel, St. Philip's (girls')	1	"	Sussex.
Chichester	1	"	"
Horsham	1	"	"
Birmingham, Oratory	2	"	Warwickshire.
" St. Anne's (boys')	1	"	"
" St. Mary's (infants').	1	"	"
Ilmington	1	"	"
Wootton Wawen	2	"	"
Kidderminster	1	"	Worcestershire.
Redditch	1	"	"
Stourbridge	1	"	"
Worcester (infants')	1	"	"
Caermarthen	1	"	Caermarthenshire.
Aberavon	1	"	Glamorganshire.
Bridgend	1	"	"
Cardiff (infants')	1	"	"
" Canton	1	"	"
Merthyr Tydvil	2	"	"
Neath	1	"	"
Swansea (boys')	1	"	"
Total	102	departments.	

The teachers of five of these departments are not certificated, but merely candidates for certificates, and therefore not qualified as yet to bring grants to their schools. The Derbyshire schools and most of the Staffordshire schools in the foregoing list were transferred in 1865 to my district from that of Mr. Stokes. The number of schools withdrawn from inspection since April 1864 is very small. In London, the Commercial Road schools, and that at Tudor Place, were withdrawn in consequence (I believe) of the operation of the endowment clause. Three convent schools (viz., those of Blandford Square, Chelsea, and Bath,) were withdrawn in consequence of an insufficient supply of certificated teachers: the schools at Goulston Street, Maypole Alley, and Kensington in consequence of insufficient premises. The only other schools which were inspected in

1864, but have since been withdrawn from inspection, are those of Brentford, Worksop, and the boys' school at Nottingham. In the case of two schools in Monmouthshire inspection is suspended rather than formally withdrawn.

Number of annual grant schools.

The number of annual grant schools (*separate institutions*) visited by me during the year ending the 31st August 1869 was 137, containing 211 departments, and as compared with 119 schools containing 184 departments in August 1867, shows an increase of 18 schools and 27 departments in the intervening two years. And to these 18 schools 8 more must be added which are already on my annual grant list, but whose date of inspection falls after the month of August 1869.

In the 137 schools visited on account of annual grants, the total average attendance amounted to 20,307 (namely 10,517 boys and 9,790 girls), the total number present at inspection being 25,263 (namely 12,578 boys and 12,505 girls). In 30 night schools the average attendance amounted to 692 males and 613 females.

Number of children examined.

The following tables give the number of those presented for examination and fulfilling Articles 40, 47 :—

In Day Schools.

Boys or mixed under a master	4,785
Girls or mixed under a mistress	6,409
Infants	1,134
Total	12,328

In Night Schools.

Males	598
Females	613
Total	1,211

In five of the night schools the examination was conducted by myself. The other schools were examined by the managers under Article 142.

Number of teachers.

The next table shows the number of teachers employed in the schools inspected by me in the years 1865, 1867, and 1869.

	1865.	1867.	1869.
Certificated teachers	166	196	217
Pupil-teachers	216	201	239
Assistant teachers	19	17	19

It must, however, be noted that in 1865, I inspected six, and in 1867 eight schools not belonging to my own district.

Collective examination of pupil-teachers.

I am very often obliged to examine pupil-teachers in their own schools. Whenever it is possible, however, they are brought together in a collective examination. The chief centres in my district of such examinations are London, Birmingham, Wolverhampton, Newport or Cardiff (alternately), Bristol, and Plymouth. The number of pupil-teachers and candidates attending such examinations in the year 1869 was as follows:—

——	Boys.	Girls.
London - - -	33	68
Birmingham - -	2	20
Wolverhampton - -	—	13
Newport - - -	15	24
Bristol - - -	4	5
Plymouth - - -	3	8

The numbers at the collective examinations in London in the three previous years had been as follows:—

——	Boys.	Girls.
1866 - - -	35	57
1867 - - -	27	59
1868 - - -	36	56

The supply of male candidates continues to be very small. It will probably remain so, the salary offered by managers being in general very inferior to what eligible subjects are able to gain in other occupations. I saw a striking instance of this last May. The manager of one of the Derbyshire schools wished to secure the services of an intelligent boy who had already gone to work in the pits. The boy's father was hardly less desirous that his son should take to the more honourable profession of a teacher. But when terms had to be settled it was found that the boy was already gaining 8*s.* a week. Now the highest salary which I know to be received by a pupil-teacher is at the rate of ten guineas the first year, increasing 2*l.* 10*s.* per annum. The pupil-teacher who has 20*l.* 10*s.* at the end of his last year receives less than 8*s.* a week. Difficulties like these are in many places quite insurmountable. The only part of my district in which the supply of male candidates has not visibly

decreased is South Wales. The number of males present at collective examinations has risen from nine in 1865 to 15 in 1869.

Ages of children.

The children on the school registers may be classed according to age, as follows:—

Under four	2,716
Between four and five	3,371
„ five and six	4,115
„ six and seven	3,737
„ seven and eight	3,758
„ eight and nine	3,562
„ nine and ten	3,325
„ ten and eleven	2,852
„ eleven and twelve	2,027
„ twelve and thirteen	1,311
„ thirteen and fourteen	656
Over fourteen	310
Total	31,740

Duration of stay at school.

Of these children there have been at school:—

Less than one year	12,616
One year	7,842
Two years	4,559
Three years	3,104
Four years	1,793
Five years and over	1,731

A comparison of these tables leads to results which can assuredly not be considered satisfactory. Nearly one-third of the children at school are below the age of six; 20,458 children, or more than 64 per cent. of the whole number, have been less than two years at school; only 11 per cent. of the number have been at school as much as four years; and only 2,277, or 7·11 per cent. of the whole number, have reached the age of 12. This last per-centage is even lower than in 1867; it was then 7·29, and I called attention to it as indicating a most painful and serious fact when considered from a social point of view. The success of some night schools is a very imperfect compensation for it. I am happy to say that in Birmingham, where they are much needed in consequence of the very early age at which children leave the day school, attendance at night schools has very greatly increased.

At Coventry, where children leave school at an age even earlier than at Birmingham, the night school which is taught by the Sisters of Mercy is the principal department of the schools. Roman Catholic night schools do not appear to be very successful in London; those of the Holy Family at Clerkenwell are the only ones at present under inspection.

From 13 schools out of 139 which were inspected during the year no sufficient returns of income and expenditure have been received. The aggregate annual income and expenditure, as stated by managers, of the remaining 126 schools, are as follows :— Income and expenditure.

	£	s.	d.
Income from endowments - - -	178	6	11
„ voluntary contributions -	8,772	10	1
„ school pence - - -	3,970	8	4
„ capitation grants - -	8,901	10	6
„ other sources - -	864	5	2
Total - -	22,687	1	0

	£.	s.	d.
Expenditure—salaries - - -	16,171	10	11
„ books and apparatus -	1,166	5	1
„ miscellaneous - -	5,379	4	10
Total - -	22,717	0	10

The number of children in average attendance in these 126 schools being 20,654, the average income per scholar in attendance is 1*l.* 1*s.* 11½*d.*, and the average expenditure 1*l.* 2*s.* The income is less by 2*d.* a head than in my last report, but on the other hand the expenditure is now only a halfpenny per head in excess of the income, instead of 8¼*d.* as in 1867.

In the 137 annual grant schools accommodation is provided for 30,317 children. The school premises are almost everywhere not only unobjectionable but good, and during the last few years a great many handsome buildings have been erected, with school rooms well supplied with furniture and apparatus. Those at Abersychan, Rotherhithe Paradise Street, Bridgend, Cambridge, Canton (Cardiff), Chesterfield, Deptford, Gravesend, Highgate, Plymouth St. Boniface's girls' and infants', Pontypool, Redditch, Sheerness, Stafford St. Patrick's, Stoke (Chatham), Teignmouth, Turnham Green, and two quite new schools at Wolverhampton (St. Joseph's and St. Peter's and St. Paul's), have been inspected for the first time since April 1864. Buildings and accommodation.

If the number of passes in subjects required by the Revised Code were a sufficient test in itself of the excellence of instruction, I should have ample reason to be satisfied. Arithmetic is still the weak point, and yet 10,699 children out of 12,328, or 86 per cent. of the whole, passed successfully. I have no reason whatever for suspecting that this very high per-centage of passes is owing to my taking a lower standard than is adopted by my colleagues in general. No child has Instruction. Arithmetic.

passed in arithmetic who has not done *all* that is required by Article 48. No sum above the first Standard has ever been given out except from my own dictation. I am not simply satisfied with one correct sum. The pass is determined by the maximum not by the minimum requirement of the Standard. In other words I have *never* passed a child in Standard II. who failed in subtraction or the multiplication table, or one in Standard III. who failed in simple division, or one in Standard IV. who was unable to do compound division. I expect the children of Standard II. to take down numbers of at least four figures, and those of Standard III. numbers of at least five figures correctly. Those who cannot do so are invariably marked as failures. Children of Standard I. must do subtraction as well as addition within the prescribed limits, and teachers of my district are aware that, though I do not mark failures if the children are unable to do what the Code does not require, I *always* examine the first Standard in mental addition of four, five, and even six figures. And wherever there are infants' schools I encourage the teaching of the multiplication table to the children under six years of age.

Writing. The writing of the children bears a wonderful resemblance to that of their teachers. It is very rarely that, in schools which are taught by teachers of experience, children are presented to me for examination whose penmanship is decidedly bad. Most of the failures are in spelling. Generally, I should say that the writing of the three lower standards throughout my district is not merely fair but thoroughly satisfactory. If the writing of the higher standards does not everywhere keep pace with that of the lower, the cause is, very frequently at least, to be found in a *false* economy which prevents the children from acquiring experience in writing upon *paper*. Against this deplorable kind of neglect several of my colleagues have already protested in their reports.

Reading. The failures in reading have, during the past year, been more numerous than those in writing. The passes in this subject do not imply any very high order of excellence. A pass merely implies that reading is intelligible, though not quite good. It is quite possible to read fluently and intelligibly, but not intelligently. Some years ago a boy of the first Standard had just read the words "Our good ass, Ned, does " not like the stick;" I asked him "what is an ass?" He did not know, nor did any other child in the class; all of them could explain what was meant by a *donkey*. The vocabulary of books is quite different from that in use among the children of elementary schools and the families to which they belong.

Unless the words are explained to them the operation of reading becomes purely mechanical. I always examine the children of each class about the meaning of the words they read to me, and I find it necessary to do the same thing when I hear the pupil-teachers read or recite what they have learnt. It is now generally known throughout the schools of my district that I insist on the children being taught the meaning of words, and I am happy to say that some managers take great pains in enforcing my suggestions to the teachers.* Those who have never tried the experiment can have no idea how little sense children, even 13 or 14 years old, if left to themselves, attach to the words they read, or how easily a wrong sense is sometimes put upon words. Few pieces of poetry are more familiar to the 5th Standard children than the "Soldier's Dream" and the "Burial of Sir John Moore." But two years ago hardly any one could tell me what was meant by "Our bugles sang truce." On one occasion, in a class of 28 girls, the only one who professed to understand the word "bugle" described it as an article of "dress." Even now the word "truce" is often explained as meaning "loud." "The wolf-scaring faggot" was not better understood. A teacher in Birmingham told me that some of the girls had been startled by my asking them what was meant by "faggot." They knew the word only as an opprobrious term when addressed to a woman. The "rampart," unless properly explained, is invariably supposed, in consequence of its context, to mean a burial-ground. But the utility of questioning the children as to the sense of words is clearly not confined to the interpretation of the lesson immediately before them; the practice, if intelligently conducted, is most beneficial as a discipline of the understanding.

Higher subjects.

Geography.

Grammar.

Of the higher subjects which are beginning once more to be studied in elementary schools, geography is the one most in favour; and it certainly is taught with far better success than grammar. The latter subject is learnt in a mechanical and unintelligent way. This reproach, I am afraid, extends beyond the limits of my district. I have just examined more than 500 papers on grammar, worked by female candidates for admission to normal schools. These papers, I suppose, represent the teaching of schools of every denomination all over Great Britain, and I meet in them with exactly the same defects as I am familiar with in the schools of my district. Every one of the candidates, if asked what is meant

* A boy had been reading that King Alfred introduced himself into the Danish camp in the disguise of a minstrel. The manager asked him "What is a minstrel?" "A thravelling nigger," was the reply.

by the "third person" would answer "the person or thing of which something is said." But when they have to parse a sentence "third person" is freely applied to words of which nothing whatever is asserted. Not a few of them described "sufferings" as a noun of the "second" person, simply because it happened to be preceded by the pronoun "your." Most of those who answered the question on "inflexion" knew the definition of it, but utterly failed to show by examples that they really knew what is meant by it. One of them described inflexion as "a change in *termination* " which words undergo to express differences of relation," and immediately added "as *he, she.*" Most of the candidates however gave as examples nouns, pronouns, and verbs in the *uninflected* forms. Pupil-teachers are supposed at the end of their course to know something about the history and growth of the English language. A perfectly accurate view even of the *nature* of the changes which a language undergoes in the course of centuries is probably unattainable by persons who only know one language, and whose knowledge of general history is necessarily very imperfect. But the difficulty of teaching the exact truth only renders it the more imperative to take precautions against the teaching of positive error. Now the general notion among the candidates for admission, most of whom are pupil-teachers at the end of their course, clearly is this: The English language is an "olla podrida," composed of all the languages spoken by the original inhabitants of Great Britain and by their successive conquerors. It is, as most of the candidates express themselves, a *mixture* of Celtic, Latin, Anglo-Saxon, and Norman French. The *mixture* has been still further modified by intercourse with Spanish, Italian, Greek, and ever so many other foreign nations. Even those who speak of Anglo-Saxon as the *basis* of English, evidently mean nothing more by this than that Anglo-Saxon has the lion's share of words in the vocabulary. None of these candidates, and probably few of their teachers, are aware that a mixed language is as recognized an impossibility as a mixed plant or a mixed animal.

Registers. Grants have been refused, and on more than one occasion, I am sorry to say, in consequence of the school registers being discovered to be utterly untrustworthy.

It is of the utmost importance that managers should very frequently verify the accuracy of the school records. It is mere folly to rely upon the teacher's good character. In one of the cases which were brought before your Lordships during the past year the registers had been deliberately falsified by a person who had for years enjoyed the reputa-

tion of being one of the most excellent teachers in my district. Two years ago, however, she suffered from paralysis, and the prostration of her physical strength was followed by a failure of her moral energies. It was too painful an effort to mark the children's attendances at the right time every morning and afternoon, but, as the books *had* to be made up she made them up from time to time, sometimes after intervals of three or four weeks, out of her own imagination. Now managers sometimes ask me how they can guard, not merely against a gross case of this kind, but against registers which have all the external appearances of authenticity, but are in fact not really trustworthy.

The method to be followed is clear enough. Let the manager from time to time, and without giving previous notice to the teacher, call up a class of the children, question them as to their attendances during the current and the past week, and verify the class rolls by the answers given to him. A teacher who is accustomed to see his registers tested in this way will be sure to keep them accurate. "Sed quis custodiet ipsos custodes?" Painful evidence has been brought before your Lordships, showing that teachers are not the only persons capable of making false returns, involving the payment of considerable sums of money. I must not say this without adding that cases are by no means rare of managers spontaneously calling the attention of the Council Office to defects invalidating their grants. In London alone the managers of five schools have within the last few years honourably forfeited the whole or a considerable portion of the year's grant rather than sign returns which were not strictly accurate or conceal defects at variance with the conditions upon which the grant is given.

Grants refused under Art. 51 *b*.

Grants have also been lost in consequence of another irregularity to which it is quite necessary to call the attention of those interested. A school has no claim whatever to the Government grant if the principal teacher be not duly certificated. The duties of the certificated teacher may not be performed by deputy, even if the deputy be every way more competent than the certificated teacher. It would be a fraudulent evasion, for instance, of Article 65, which recognizes lay persons only as teachers of elementary schools, if a school were in reality taught by a clergyman, whilst the certificated teacher whose name appears on the books of the school was a mere man of straw who rarely, if ever, put his foot within the school-room. Now cases have repeatedly been brought before your Lordships in which the certificated teacher on the books of the school had hardly ever been

present during the year. The manager of one of these schools says,—

"I have been for years under the impression that the Government through its Catholic Inspectors took into consideration the circumstances in which nuns are placed, of being withdrawn and changed, and consequently did not insist on the certificated teacher being constantly in the school, provided her place was efficiently filled by a non-certificated teacher, and that you expected the work was done as much by what I call the *community* as by the certificated teacher; in a word, that in the case of nuns you looked to the *results* of the examination more than to the individual certificated teacher."

The prevalence of such an impression must be my excuse for mentioning it here, and repeating what I have often said as emphatically as I could, that it is wholly unfounded. If the certificated teacher has been absent during any part (except vacations) of the school year, or if his or her duties have been discharged by deputy, *the particulars, with exact dates,* have to be stated on the managers report (Form IX.). The absence of the teachers must always be noted in the log book, and the managers have to certify that they have examined the registers and books and found them so kept as to leave no doubt respecting the accuracy of the entries taken from them. And your Lordships recognize no limitation of the responsibility of managers of a school on the ground that the teachers of it are members of a religious community.*

Efforts in behalf of education.

Great and laudable efforts have been made of late years by the Roman Catholic clergy of my district to extend education to the children belonging to their church. Evidence of this is found not only in the large number of schools recently brought under inspection, but in the greatly increased attendance, both in inspected and uninspected schools. There were, for instance, present at my inspection at Wolverhampton in—

1867	-	642 children.
1868	-	685 „
1869	-	990 „

* The following is an extract from the official remarks communicated to the manager of one of the schools which I had reported upon:—

"Their Lordships wish it to be clearly and generally understood, that, if they take no official cognizance of the religious profession of teachers, it is because they look to the secular clergy, and to all such lay members of their congregation as may be associated with them for the purpose, to be answerable for every particular concerning aided schools. It is for such managers to decide whether the teachers employed by them shall be religious or secular, but their own sole and exclusive responsibility to the Committee of Council is nowise affected by their choice between the two."

And at Birmingham in—

1866	-	- 1,410 children.
1867	-	- 1,511 „
1868	-	- 2,026 „
1869	-	- 2,054 „

At the last examination of the night schools of this town 617 scholars were presented.

But it is in London and the neighbourhood that the extension of education was perhaps more imperatively required than elsewhere. The statistics bearing upon this part of the subject are very encouraging. The list which I have given at the commencement of this report shows a large increase in the number of inspected schools of Middlesex, Surrey, and Kent. Since I began writing this report, applications with a view to inspection have been made to me respecting five more metropolitan schools. For the statistics of uninspected schools I am indebted to the kindness of the Rev. R. G. Macmullen and the Rev. J. Wenham. The former gentleman is ecclesiastical inspector of the schools in the Roman Catholic archdiocese of Westminster. The latter holds the same office in the Roman Catholic diocese of Southwark. It appears from Mr. Macmullen's reports that there were in the poor schools examined by him in 1864–65 only 11,342 children actually present, and 11,132 in average attendance; but in 1868–69 as many as 14,027 actually present, and 13,260 in average attendance. A great many of these schools are inspected by myself, but deducting the children belonging to them, there remain (in the schools not under Government inspection) 5,957 children who were actually present at Mr. Macmullen's examination, and 5,449 in average attendance. Mr. Wenham's notes furnish the statistics of 114 departments, namely, 42 in Surrey, 29 in Kent, 15 in Sussex, 4 in Berkshire, 10 in Hants, 4 in the Isle of Wight, and 10 in the Channel Islands. The number of children on the books of these schools amounts to 10,518, the number in average attendance is 6,727, and the number present on the day of examination was 6,897. It is evident that if all these schools were brought under Government inspection (and the tendency of things evidently lies in that direction), it would be necessary to draw my district within limits very much narrower than they are at present.

I have the honour to be, &c.

P. LE PAGE RENOUF.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT *for the Year* 1869, *by Her Majesty's Inspector,* JOHN GORDON, Esq., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *inspected by him in the Counties of* LANARK, RENFREW, EDINBURGH, HADDINGTON, &c.

MY LORDS,

CIRCUMSTANCES having occurred, in the course of the last year, to occasion a new arrangement and distribution of districts for the inspection of schools connected with the Church of Scotland, my duty during the last year was mainly in the counties of Edinburgh, Haddington, Berwick, Linlithgow, Peebles, and Selkirk, partly also and, for that time only, in the counties under mentioned.

In leaving the sphere of my past labours, I have gratefully to acknowledge the benefit derived from the whole tenor of my intercourse with teachers, school managers, and others, and also, let me add, from the very able and every way satisfactory assistance of Mr. Calder.

Increase of school attendance.

It need scarcely be observed, for it is almost matter of presumption, that under the operation of the public aid the evidences of progressive improvement in the primary education have been abundant, and not seldom of a very marked description. Among the signs of that progress, one only may be mentioned,—the well-taught school never long fails to secure a large attendance,—for the able master commonly finds his way to a populous place, and then his merit invariably fills the school. It may, therefore, be of some significance to note a few instances in which the increase of school attendance has been especially remarkable.

Schools.	Attendance.	
	1855.	1869.
St. Enoch's - - - -	474	1,091
Glasgow, E.C. Normal Inst. - -	508	754
St. Matthew's - - - -	240	590
St. Peter's - - - -	64	152
Bridgeton - - - -	288	369
Dalziel - - - -	86	152

Comparative view of results of standard examinations in different districts.

I. The inspection of a district may be assigned to one and the same individual, either for a definite or an indefinite length of time. The latter arrangement adopted in the administration of the public grants seems on the whole to be attended with the greater advantage to the public service.

One obvious reason is, that a prolonged connexion with any certain district establishes a closer relation than would otherwise take place betwixt the inspector and the teachers; and thence, it may be presumed, an increase of benefit to the schools by the more special application of the official influence, and the readier reception of it. On the other hand, it is certainly, in some respects, desirable that the same standard of judgment should be applied to the estimate of progress throughout the whole country. That however is impracticable where the estimate must be formed by different individuals in different places. In a small degree, it has taken place during the last year in the districts specified in the following statement of the results of examination under the six Standards of the Revised Code:—

—	Number of Schools Inspected.	Average Attendance.	Presented for Examination.	Per-centage of Passes in the Three Subjects of the Standard, R. W. A.
1. Counties of Lanark and Renfrew.	65	12,911	8,014	88·65
2. Edinburgh, Haddington, Berwick, Linlithgow, Peebles, and Selkirk.	72	10,266	6,472	92·75
3. Aberdeen, Kincardine, and Forfar.	21	2,546	1,380	88·71

Changes of inspectoral arrangements occur pretty often of necessity,—it may be, from the increasing range of inspection causing the appointment of additional officers, or from incidents of resignation or demise. Within the last 15 years each county in Scotland has been served by at least three different inspectors or assistant inspectors.

Circumstances affecting school attendance.

II. The results above stated show but little inequality in the per-centage of passes in the different districts, and much less of that than, from some points of view, might be expected; the larger schools, for example, commonly produce the greater measure of success, and the three districts differ much in the size of the schools that respectively belong to them. Thus, the average attendance at each school appears to be 198 in the first district, in the second 142, in the third 121. In Glasgow, there are three schools, at each of which the average attendance at the time of inspection was 856. At the same time, the attendance in these three, as well as in other town schools is, by strict rule, more regularly maintained than it can be in rural places, from the demand in the latter for the labour of young people in the fields. The effect is,

that in the three large schools referred to, the standard examinations yield scarcely a single instance of failure in any of the three subjects. It is obvious too, that in towns and other populous places, the teachers have considerable advantage over others, in their daily opportunities of mutual intercourse giving occasion to suggestions, encouragement, and commendable rivalry. If this be so, Associations of the teachers of defined districts, for periodical meetings to discuss professional subjects, may well be recommended. They already exist in some parts of the country, and nowhere without manifest benefit to the schools, in the style and spirit of their management.

But while the position of the schools in town or country, in populous or thinly-peopled neighbourhoods, does affect the comparative results of the standard examinations, the difference in these results is yet much less than might be expected from the fact of all the teachers holding the public certificate, and of many having had the same training at the Normal schools. Moreover, the superior attraction of the parish schools to able teachers is a good deal reduced by the larger income of many in the Subscription class,—such as the schools at mining stations; there, many of the teachers have no desire to be transferred to the time-honoured, steadily-supported, and more public institution of the parish school,—they are satisfied with the emolument of their office and the considerate conduct of the school managers.

Results of standard examinations on different kinds of schools.

III. The schools of the three districts consist, as usual elsewhere, of the three classes that participate in the public aid, the parochial, the private endowed, and the subscription,—the latter including the large number of sessional schools in Glasgow. It may be not uninteresting to observe, as in the following table, with what results the different kinds of schools have borne the test of the standard examinations.

—	Number of Schools.	Presented for Examination.	Per-centage of Passes.
1. Parochial - - -	38	2,650	90·23
2. Privately endowed - -	14	2,557	96·39
3. Subscription - -	106	10,659	88·9

The difference appears to be but little; and, such as it is, it must needs have been affected, in the way of average, by the very unequal number of the different kinds of school offered for examination; as well as, on the other hand, by the equalizing circumstances already noticed in regard to the schools generally of the different districts. These remarks,

it will be observed, refer only to the subjects of the standard examinations; in other respects, that is, in the subjects that go beyond the standards, whether primary or secondary, the difference of progress in the several kinds of school work is more considerable, and the advantage is, on the whole, certainly assignable to the parish schools.

Schools on private endowment—results of standard examinations therein.

IV. These three classes of schools present conditions distinctly proper to each for their treatment in any plan for the extension and improvement of the primary education in Scotland; but the only class which has been the subject of very recent legislation is that of the schools on private endowment, as affected by the Act of 1869, "providing for the "better government and administration of hospitals and "other endowed institutions in Scotland."

The schools on private endowments inspected last year were the 13 out-door schools on the Heriot foundation in Edinburgh, and the Highland Society school in Glasgow.

In the special report on the results of the standard examinations the Heriot schools are thus noticed:—

"In all cases the number presented falls short of the number in average attendance, and this to the greatest extent in the infant schools. There it happens that so many are kept back, not as being unprepared for the 1st Standard, but until it be definitely arranged how far the preparation for the 2nd should proceed in the infant department before the pupil is advanced to the upper school. It may be hoped, however, that all who are ready, by attendance and otherwise, for the 1st Standard will be at once presented for that standard, in reliance on farther progress being in due time secured in the one school or in the other, especially when regular attendance in both is so strictly enforced. In the other schools, some were not presented as having now dropped from the school-roll; some, as only absent at the time; some, as having already passed under the highest standard last year; and some, as unprepared. The per-centage of failures in the schools under male teachers upon 5,409 markings for the three subjects was 4·3, and would have been still less but for the backward state of the arithmetic in two of the schools."

In the same examinations, the special report on the Highland Society school bears that—

"The passes overhead of the whole school amount to 98 per cent.; and that the same care and success are seen in the farther instruction in religious knowledge, geography, and the more advanced rules of arithmetic, drawing (freehand, model, and geometrical), practised by 250 of the pupils, of whom 17 lately obtained prizes from the Department of Science and Art."

Schools on Heriot foundation—Suggestions of change.

V. Such results of the individual examination imply not only the care and ability of the teachers in general, but also the faithful and close superintendence of the school managers. In the latter respect, the schools on private endowment may be said to have unsurpassed advantages secured to them, in the first instance, by the intensity of the public interest in the right administration of such benefactions, and consequently in the felt amount of the managers' responsibility.

This class of schools having been intended by the founders mainly, if not altogether, for the children of the poor, the instruction in the two instances referred to is, for all entirely free, and for all entirely elementary.

Connected with these two features of the schools on private endowment are two distinct duties of the school managers; one, to see that free instruction is given to that class of children for which the free instruction was intended by the Founders and to none else; the other, that as among the admitted children there are presumably natural capacities which, for the public good, if for no other reason, deserve and require encouragement, so to them the opportunity should not be wanting of getting something more than elementary instruction. The following is from the special report on the Heriot schools:—

"It is understood that the governors have now under consideration a proposal to discontinue exemption from the payment of a school fee in regard to all except the poor who cannot afford to pay it. Should that plan take effect, and the schools come to consist of paying and non-paying pupils, they will, it may be thought, be sufficient to maintain the first purpose of the endowment, with the variations already sanctioned, and approach more nearly to the common type of elementary schools throughout the country. By statute both paying and non-paying pupils meet, or may meet, in the parish schools; the more private endowments commonly serve both; in other schools, and among these the sessional, subscription specially provides for the teaching of poor children. To schools of all kinds the parish boards send children of that class; and when other help is wanting, the teacher, of his own accord, readily receives them. Conformity in this respect to the common school system seems not undesirable.

"Another and more remarkable effect of the requirement of a school fee from those who can afford to give it would be a very large increase of the school income. This, with any available surplus of revenue from the endowment, would give occasion to the governors to consider in what manner the ample means then placed at their disposal would best be employed for the farther educational benefit of the city. In the event supposed, one or other of two distinct ways of promoting that object may perhaps receive their attention."

"The attendance at the 13 schools represents a population of about 20,000. This suggests another and fitter instance of conformity to the educational system of the country. The first sketch of that system proposed somewhat of a secondary instruction, 'grammar and the Latin tongue' within the bounds of 'every several kirk.' That idea has been practically embodied ever since in the parish school institution, and has influenced the instruction given in a large number of the non-parochial common schools; also in most of the schools in endowed hospitals. Foreign examples of secondary schools, provided for much smaller portions of the population than that which has the benefit of the foundation schools, need scarcely be referred to; they are abundant in France, Prussia, and elsewhere. But everything in these circumstances points to this—that opportunities of a secondary education should not be wanting at any centre where even so many well-filled schools are collected as those of the hospital, though none more were near to share the benefit.

"(1.) It may, then, be not beside the present occasion to offer for consideration whether, in the likelihood of there being ample means at command, a secondary school might not now be established as a consequential part or proper supplement of the out-door schools. A school of that order might in the beginning consist of two divisions, under so many co-ordinate masters; one, generally speaking, for languages, classic and modern; the other for mathematics and advanced arithmetic. The studies of each pupil to be in due measure apportioned to both, commencing after progress in the common schools up to the requirements under Standard VI. of the Revised Code, and continued, it may be, for four years. It scarcely need be added that the yearly admissions would be confined to such boys in the common schools as, after strict examination, are found to be of promising talents and character. The selection in an honorary way, of such for the higher instruction takes place often, and in many places in this country. It is practised by the governors of the hospital in their yearly award of bursaries to the university, by other endowed institutions, by County associations in aid of education; and it is recommended by the natural desire and the appetency, so to speak, of the merit which it is ever proper in that way to promote.*

"If a school of this secondary kind were founded, experience would soon discover how far it might be opened to deserving children of other schools than those of the hospital. The children of the latter who paid no fee would probably have the like exemption in the upper school, and for all the rest the fee would be of so moderate amount as to exclude none from mere inability to pay it; though, connected with that point, there might be need of some careful regulation to prevent prejudice to any good existing establishments.

"There is a kind of school as yet little, if at all, known in Scotland, but common enough elsewhere, one specially designed to educate for the more intelligent and profitable practice of useful arts and other business, by imparting a knowledge of the principles or truths on which they rest —an industrial school for male pupils. It may, perhaps, be considered whether a department for that purpose might be added to the school now, with great deference, suggested for secondary instruction. Such a department might be beneficial, even to the humblest in any respect, of those for whom the endowment was first intended.

"(2.) The other mode of applying any surplus revenue of the endowment is one also of great importance, and of more obvious occurrence. This would be by simply adding to the number of such foundation schools as have already been established, in so far as schools of that class may appear to be yet required in any part of the city."

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* Professor Dugald Stewart "takes notice of a very beautiful idea" (then more novel than it has since become) "suggested by the Committee of the first "Virginian Assembly." "Every county was to be divided into small districts " of five or six miles square, to be called hundreds; and in each of them a " school was to be established for teaching reading, writing, and arithmetic. " The teachers were to be supported by the hundred, and every person in it " to be entitled to send his children to school for three years gratis, and as " much longer afterwards as he might choose on paying for it; these schools " to be under superintendence of a visitor, who should annually choose a " boy of the most promising genius, to whom it should be determined to give " farther education, and to send him forward to one of those higher schools, " of which 20 were to be erected in different parts, for teaching gratis Latin " and the higher branches of arithmetic. Out of the boys thus sent forward " in a year, trial was to be made for one or two years, and one boy should be " continued six years longer. By these means," says the Report, "20 boys " will be raked annually from the rubbish."—Lectures on Political Economy, Vol. II., p. 337.

Presented for mere standard examinations.

VI. The average attendance at all the schools within the bounds referred to, during the last year, may be compared with the number of children presented for the standard examinations.

Average attendance - - -	25,703
Presented for standard examination -	15,866

The difference betwixt these two enumerations does not exactly represent the number that failed of attendance for 100 complete days or 20 weeks in the whole of the year, inasmuch as a number not inconsiderable, though qualified by attendance, were not presented, for the several reasons already mentioned in regard to the Heriot schools. The proportion of the unprepared was much larger in some schools than in others. In one school, having 142 children, who had made the attendances, and were still present, only 94 were presented; in another, among 868 presentable by attendance, none were unpresented. Thus it happens, that the comparative merit of the schools cannot be discovered solely from any difference in the per-centage of their passes under the standard examinations.

And, again, where the public grant is measured by passes in the standard examinations, it is plain that the per-centage of passes is apt to be less than in schools where those that are but doubtfully prepared, may be kept back without any pecuniary disadvantage. With that salvo it is always proper to reckon the comparative merits of the English and the Scotch schools, in the results of the standard examinations.

Good effects of standard examination.

VII. On the whole, the standard examinations, useful as they are in promoting accuracy in the teaching and learning of the very simple things to which they refer, are yet more useful in producing some habit of the like accuracy for much wider applications. "As the foundation well laid doth "assure the superstructure, and the foot firmly planted doth "make the next step more secure, so will the first foot of "your journey well performed render all the rest more easy "and safe to you. It is of great avail in all cases to begin "well. There is nothing more imports to the happy or "disastrous issue of any affair than what manner of entrance "we made upon it." These words of a distinguished Divine occur where nothing relating to pedagogical practice was intended; and so they suggest how much that is delivered for the conduct of life in general, in various parts of literature, may be directly and exactly applied to the practice of education in the common schools; and therefore how justly the teacher's calling must be considered as one of a liberal description. It is this, indeed, that ever brings to the teacher's profession so many men well fitted, if they had

chosen, to find a larger return of material advantages in other occupations.

Instruction beyond standard subjects.

VIII. None of the schools is unprovided with a considerable amount of instruction beyond the subjects of the six standards, and few are without something in all of the usual elements, religious knowledge, arithmetic, grammar, and geography.

Religious knowledge.

Religious instruction, both from Bible reading and Shorter catechism, is given in all the schools,—the latter wanting only in four, owing to a considerable number of the children belonging to Roman Catholic families. In one instance this may be owing to the very mixed character of the school management, consisting of one minister of each of six denominations, Established Church, Free Church, United Presbyterian, Congregational, Methodist, and Roman Catholic, and of two laymen, representing each of these denominations,—all acting together, it is said, with not less agreement than is usual in other school managements of the simpler description. In nine schools there is neither grammar nor geography, nor beyond the 6th Standard any arithmetic,—omissions that did not seem owing to any overweening care in preparing for the standard examinations, but to other and casual circumstances interrupting the usual progress of the school.

Various subjects of instruction.

The subjects of instruction in these schools (in those of them at least previously known to me) are in fact as many as they have ever been. It is not alone that, by the "instructions in regard to the administration of the Revised "Code," the religious, moral, and intellectual merits "of "the school are to be judged by the same standard as has "been hitherto used," and that the work submitted to inspection is supposed to be of answerable variety,—it is not alone for these reasons, that instruction beyond the standards is kept up; for it is seen by all, that were it limited by the requirements of Art. 48 it would be insufficient for any class of children. Other subjects of instruction are needed, not merely for the evident use of each in itself, but for the proper and necessary relief to attention to be gained by giving to its objects a well-regulated variety—non potest quidem aliquid agere tantum unum "interchange of application is mighty in nature." Accuracy is, of course, indispensable at each step of progress in every subject; but it is well that several should be on hand at the same time and carried on abreast. Of this all teachers are well aware, and it may be said, that not one of all the usual elementary subjects unincluded in the standard examinations would they willingly let drop. In effect, these subjects are as much and as well

taught now as they were before the standard examinations commenced.

Progress in subjects beyond standards.

IX. The reports on individual schools continue frequently to bear that pretty much the same measure of success is apparent in the more advanced as in the earliest parts of the instruction. This might almost be expected if, as commonly supposed, the teacher puts the stamp of his own character on all parts of his work, and cannot choose but to do so. Some things, indeed, there are that may and do prevent that sort of uniformity in what he does: 1st, he may himself chance to be insufficiently acquainted with some branch he has been required to teach,—a case not very likely to occur in any branch within the limits of the primary programme; or 2nd, circumstances may have deprived him for the time of the proper amount of assistance; or 3rd, his pupils, from the custom of the country around, commonly leave the school at an age when, in certain branches, any considerable progress could not possibly have been made. Withal, it is remarkable how well the character of the subsequent instruction is generally announced and prefigured in what occurs under the standard examinations.

Extensions of primary programme.

X. It may be observed, that much the greater number of the schools inspected were of the primary class, bearing the proportion of five to one of what have been called the superior or upper primary, comprising mainly the parochial schools. The only other class, subordinate to the universities, and including the town academies and certain large schools on private endowment, being wholly unaided, were not inspected. In this fourfold gradation, making up nearly the whole educational system of the country, only the two classes first named are among the schools now referred to. Those of the first class have the common character of a programme merely elementary; but, of course, the diversity of merit amongst them is very great. In some also of the same class, certain important subjects are taught which are entirely unknown to the rest, rising somewhat above "the "element they move in," and trenching on the secondary. Thus, in some schools, the primary programme includes a considerable portion of British history, physical or mathematical geography, the *principles* of arithmetic, letter or essay writing, drawing, and vocal music; and there, the first steps in reading, writing, and arithmetic are commonly better taught than they are elsewhere. Examples of this enlarged primary scheme are not infrequent both in town and country schools.

Secondary instruction.

XI. Of the 158 inspected schools 27 have a programme in part secondary; the instruction offered and given in these

comprising, along with all the elementary subjects, some portion of languages, or of mathematics, or of both. Of the 38 parochial schools 16 are ranked in this class, and of the 120 non-parochial, 11.

The total number of pupils offered for examination in Latin was 188, in French 137, in geometry 74; the numbers examined in these subjects being of very unequal amount in the different schools. The progress in the different subjects at the same schools was also very unequal, and often of very moderate amount,—greatest on the whole in French, and least in geometry. It is in the parochial schools, as might be expected from their advantages, that the secondary instruction appears to most advantage. The parochial teachers are by the conditions of their appointment, qualified to give it in greater or less degree; they have pleasure and a certain pride in occupying themselves with such subjects; they desire to keep up the traditionary character of the schools, and in this they are generally supported by the people, well pleased to have a school of that order amongst them. It is remarkable, with how much success each and all of so many subjects are taught in some schools of this class, evincing the teacher's knowledge, talent, unsparing labour, and genuine interest in the best effects of their exertions. They occasionally send direct to the universities pupils who in their future careers, however successful, must ever remember what they owed to the parish or other teacher for their early and perhaps their most inspiring and guiding instructions.

Presented for examination beyond Standard 6th.

XII. It will be seen from the statistics of the results of examination what number of all that had made the 200 attendances was presented, and what number passed under the 6th Standard. For any written examinations beyond 6th standard, often no special preparation had been made, and the number presented was, on the whole, inconsiderable and less than might have been expected from the number that, if presented, there is reason to believe, would have acquitted themselves well.

XIII. I add but a remark or two on the three distinct parts or stages of the school work as commonly seen in the inspected schools.

Supervision of pupil-teachers.

(1.) To prepare the younger pupils for the standard examinations, the teacher, when much of other matters is on hand, commonly requires the aid of an assistant or of pupil-teachers, and this need of aid is now more commonly felt than formerly. But when supplied by pupil-teachers their teaching should be well supervised and directed by the master,—otherwise, in the earlier stages of their apprenticeship, they may prove not much better as assistants than

the monitors they have superseded. A closer oversight and direction of the younger pupil-teachers is certainly, in some instances, very desirable.

In the teaching of the reading lesson, something essential is frequently found wanting. After a certain progress has been made in the "mechanical art" of reading, the subject matter of the lesson should ever be made a special subject of instruction; this is in fact a proper, and rightly considered, an inseparable, part of the reading lesson. The contents of any rather advanced book of that kind comprise "Extracts "for religious and moral instruction, natural history, ele- "mentary science, accounts of remarkable persons, places, "manners, arts, and incidents in history, with select passages "from the poets." To impart some notions of such matters is plainly an important part of the primary course; and it cannot well be omitted, if only to supply one of the expected additions to the subjects of the standard examinations.

Extension of individual examination beyond standard subjects.

(2.) The method of examination prescribed on the subjects of the standards seems in some districts to have led to a more diligent teaching by the individual method upon the subjects that go beyond the standards. That result appears in the more frequent and more common practice of writing exercises upon all of these extra subjects,—a practice well fitted to correct any disadvantage from too much use of the opposite method of simultaneous teaching. The Normal school gives a good lesson on that point. Other means there are, that might be employed with the same effect, including those little contrivances that promote emulation, and distinguish merit by rewards, and by proper classification,—the latter too often entirely wanting.

With the same view of securing accurate progress, which prompts the written exercises and the requirements of Art. 48, some teachers limit their instructions for a time to defined portions of what are termed the extra subjects. The wide and varied nature of the religious instruction, for example, has long given occasion to prescribe for pupil-teachers certain portions of Bible and Catechism for each of the five years' apprenticeship; the examination of candidates for certificate has similar limitations on the subject of religious knowledge; and the same limitations, in more or less degree, are observed in many of the schools for the ordinary pupils. The following is from the special report on one of the sessional schools in Glasgow. "A class of 25 has been prepared on the whole book "of Acts of the Apostles, and is offered for examination on any "part of it." The full and accurate knowledge shown on that subject, it may be noticed, only corresponded with the progress in other parts of the school-work,—for it is added that in the

same school "the passes in the standard examination are 98 "per cent., and the farther instruction includes essay writing, "freehand and map drawing, a considerable amount of "British history, arithmetic extending to extraction of the "square root, and in all these, as well as in the more common "subjects of religious knowledge, geography, and grammar, "the results are excellent." On the other hand, there are schools, not a very few, in which the instruction in Bible knowledge is at fault, from having attempted and in professing too much.

Limits of secondary instruction.

(3.) The secondary instruction in the upper primary schools too often stops short before it can be of much avail, and seems therefore to require some encouragement. This is indirectly provided under Art. 54, by an increase of the Capitation Grant, when "one or more secular subjects beyond "Art. 48 are satisfactorily taught;" but at present that provision does not extend to Scotland. The Science and Art Department offer elementary school scholarships of 5*l.*, and science and art scholarships of 10*l.*, to the most deserving pupils in elementary schools, "whether receiving State aid or "not," the conditions being, in the first case, that the scholar passes in a branch of science, and that the managers subscribe 5*l.* more towards his support for a year, and in the second, that the scholar must have taken a "first grade in elementary "geometry, and freehand or model drawing." These offered benefits are as yet too little known in Scotland, though they are well fitted to promote progress in at least one branch of the secondary instruction. But, for the other branch, the classical, some similar provisions seem to be yet needed. Bursaries from various sources to the universities and for literature and philosophy are not wanting; but a more general and organized supply of such aid is yet among the desiderata of the educational system.

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, JOHN KERR, Esq., M.A., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected by him in the Counties of* BANFF, MORAY, NAIRN, INVERNESS, ROSS, CROMARTY, SUTHERLAND, CAITHNESS, ORKNEY, *and* SHETLAND, *and parts of* ABERDEEN *and* KINCARDINE.

MY LORDS, Aberdeen, January 1870.

THE report which I have the honour to lay before you has reference to the inspection of 151 schools taught by 135 certificated, 1 assistant, and 112 pupil-teachers.

Number of schools, teachers, and pupil-teachers.

Of these 151 schools, 116 belong to my former district, the nine North Eastern Counties of Scotland, and 35 to Aberdeen and Kincardine, which, with Orkney and Shetland, form my present district to which I was appointed in April last.

I think it due to the school-managers and teachers with whom my official connexion has now ceased, that I should take this public opportunity of expressing the satisfaction which a retrospect of nine years of much pleasant intercourse and harmonious co-operation affords me. From the clergymen and other school-managers I have received the greatest kindness and hospitality. Between the teachers in general and myself there has been, I am anxious to believe, a very satisfactory sympathy in our common aim.

The simple inspection cases are 23, 14 being preliminary to examination for certificate, and nine on invitation. Two schools formerly in receipt of annual grants were temporarily vacant at the date of inspection.

Report applies to parts of two districts.

Having been engaged in two districts during the past year, I am unable to compare as accurately as I should otherwise have done the results embodied in this report with those of 1867. I am, however, glad to state that the comparison, so far as it can be made, is satisfactory.

In 13 schools containing 490 children, the examination schedule was for various reasons not filled up.

The subjoined numbers will show the per-centage presented, and the general results of examination under the standards.

Number present and presented.

Children present in 151 schools	- - -	11,523
13 schools examined as under old code	- -	490
		11,033
Children under 6 years of age -	- - -	878
		10,155
Beyond Standard VI. -	- - - -	168
Presentable, given required attendance	- -	9,987
Presented in the standards (nearly 59 per cent.)	-	5,881

The table underneath shows the proportion of passes.

Presented.	Passed in.					
	Reading.	Per cent.	Writing.	Per cent.	Arithmetic.	Per cent.
5,881 -	5,716	97	5,201	88½	4,981	84½

Per-centage passed.

Of the 5,881 × 3 = 17,643 possible passes, 15,898 or 90 per cent. were gained—an advance of 5 per cent. on the results of 1867.

Similar results in both districts.

From a comparison of my former with my present district, I find that the per-centages both of presentation and passes are very similar. The slight superiority of the latter in both respects is probably due to more favourable local circumstances, the population being less sparse and regular attendance more easy. Probably too the disproportion between the number of schools, 35 in my new, and 116 in my old district, does not supply the means of a fair comparison. The similarity of results is satisfactory as showing a very approximate uniformity of standard both in inspectors and teachers. The results are so nearly alike that, for convenience of reference, I have thrown the statistics into one table as if they belonged to one district.

Results of Standard examination.

—	Presented for Examination.	Passed in.					
		Reading.	Per cent.	Writing.	Per cent.	Arithmetic.	Per cent.
Standard I. -	1,609	1,515	94·2	1,483	92·2	1,371	85·2
„ II. -	1,403	1,381	98·3	1,399	99·7	1,256	89·5
„ III. -	1,131	1,117	98·7	949	83·7	957	84·6
„ IV. -	819	799	97·5	600	73·2	664	81
„ V. -	526	512	97·3	441	84	418	79·6
„ VI. -	393	392	99·7	329	83·7	315	80·4
Total -	5,881	5,716	97·2	5,201	88·4	4,981	84·7

Causes affecting results.

This table shows, what is I daresay the general experience, that the reading of VI. and the writing of II. make the highest per-centage, The writing of IV. is lowest, owing probably to the transition from slate to paper in the dictation exercise. The next lowest is the arithmetic of V., due, I think, to the fact that in this standard questions "requiring "thought" are first introduced in my examination cards. I subjoin as not unimportant a table comparing the results of my first report under the Revised Code with those for the past year.

Results of 1865 and 1869 compared.

TABLE II.—PROPORTION passed in each subject.

	Year ending 31st August 1865. Per cent. passed in			Year ending 31st August 1869. Per cent. passed in		
	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Standard I.	89·2	88	73·8	94·2	92·2	85·2
„ II.	93·2	92·2	62·2	98·3	99·7	89·5
„ III.	96·3	85·7	74·6	98·7	83·7	84·6
„ IV.	96·4	79·7	76·1	97·5	73·2	81
„ V.	97·7	81·1	74·4	97·3	84	79·6
„ VI.	100	87·8	78·9	99·7	83·7	80·4
Total	93·8	85·4	71·9	97·2	88·4	84·7

Evidence of satisfactory progress.

In 1865 of those available for presentation 60 per cent. were presented, in 1869 nearly 59 per cent. After making allowance for this slight difference, a comparison of the figures for the two years affords, on the whole, evidence of very satisfactory progress in the standard subjects.

Especially in arithmetic.

The most marked improvement is, as might be expected, in the arithmetic of the three lower standards, that subject having been previous to 1865 almost unknown to children at that stage.

Advantage of individual examination.

There is, however, a general improvement, which figures cannot show, in the greater neatness and expedition with which the exercises both in arithmetic and writing are done. In making what has been learnt readily and practically available, so far as it goes, for the purposes of daily life, there cannot, I think, be any doubt as to the beneficial influence of individual examination.

I have, as formerly, made a calculation of the per-centages presented in the various standards, and with the results of the past year I have compared those for the whole of Great Britain, and of Scotland, respectively, as exhibited in the subjoined table.

Per-centage of district compared with those of Scotland and Great Britain.

TABLE III.—PROPORTION examined in each STANDARD.

	In this district for year ending 31st August 1869. Per cent. of total number examined.	In whole of Scotland for year ending 31st August 1869. Per cent. of total number examined.	In Great Britain for year ending 31st August 1868. Per cent. of total number examined.
Standard I.	Nearly 27½	Nearly 28	Upwards of 30
„ II.	„ 24	„ 24	Upwards of 25
„ III.	Upwards of 19	„ 20	„ 19
„ IV.	Nearly 14	„ 14½	Nearly 13½
„ V.	„ 9	„ 9	„ 8
„ VI.	Upwards of 6½	„ 5	„ 4
	100	100	100

It will be seen from the above that in the three upper standards, there are presented respectively: Proportion in higher standards.

In this district	29½	per cent.	in 1869.
In Scotland	28½	„	in 1868.
In Great Britain	25½	„	in 1868.

The 168 who during the past year were examined beyond Standard VI. are not included in the calculation. By taking them into account nearly 3 per cent. must be added, making in all 9½ per cent. in Standard VI. and above it. This will be considered a very gratifying increase in the higher standards. The pre-eminence in this respect of this district is, I am satisfied, due to the impulse given towards higher education by the Dick Bequest in Aberdeen, Banff, and Moray. From what I know of schools and schoolmasters elsewhere in Scotland, I should have been suprised had my calculation led to a different result. In common with all who know these Dick Bequest schools, and what they have done and are doing both in respect of individual work and in imparting a higher tone in their neighbourhood, I should much regret to see in future and probably imminent legislation any attempt to bring them down to the common level by discounting the emoluments arising from the Bequest. Precisely the reverse process "levelling up," if that were possible, should be the policy of an enlightened educationist. Comparison in favour of this district. Cause of this. Levelling down to be deprecated.

As an illustration of their educational effect, I may remark, though the subject does not properly come within the scope of your Lordships' Minutes, that to the joint influence of the Dick Bequest schools, and the Aberdeen University bursary competition, which go hand in hand and mutually support each other, is due in a great degree the remarkable fact, that the proportion of graduates to students in Aberdeen is 1 to 8, while in Edinburgh it is only 1 to 15, in St. Andrew's 1 to 16, and in Glasgow 1 to 44. It would exceed the limits of a report, even if it were the fitting place to explain how this is so, but that it is so is beyond question. Effect of Dick Bequest on higher education.

It is obvious that the suspension of the pecuniary part of the Revised Code in Scotland tends to diminish the presentation. To keep back within certain limits doubtful pupils produces no loss, while it increases the per-centage of passes. Presentation under the standards.

In my experience it is only in Standard I. that this is done to any great extent. It is done by some good teachers who do not shrink from hard work, and who are considerably above the average both in fidelity and success. It is my invariable custom to recommend the presentation of all who are qualified by age and attendance, and, when there is a serious departure from this rule to take notice of it in my report; but supplementary rule 5, according to which Generally deficient only in Standard I. Reason.

managers "need not present all who are qualified by atten- "dance," still exercises some influence on the presentation.

Satisfactory in other standards.

In the five upper standards I have reason to believe that as a rule all are presented. I daresay the same would be the case with Standard I. if no subtraction were required of it, and no multiplication table of Standard II.

Arithmetic of I. and II. a difficulty for the minimum age.

Many teachers who make no other complaint against the standards find, when the pupils are simply six and seven years of age respectively, the arithmetic of I. and II. a difficulty which they cannot overcome without an amount of labour altogether out of proportion to the results produced. If a boy is seven or eight when placed in Standard I., and has gained in the playground or elsewhere some idea of numbers no difficulty is felt, and, given tolerably regular attendance, his progress through the other standards is uninterrupted.

When the children in Standard I. are of the minimum age, I am satisfied if they can get through their task with the help of their fingers. It is of course preferable if they can do it without such help, but the age varies so much that it is difficult to draw a hard and fast line. Addition and subtraction elaborated by their own process of fingering is a more valuable mental exercise than the memory work of learning that $4+5$, and $7-4$ are represented by the symbols 9 and 3 respectively. The help of fingers should of course be discontinued as soon as possible.

Writing pass in I. and II. represents more than formerly.

The pass in writing of I. and II. represents now very much more than it did two or three years ago. Legibility was then in many cases all that could be attained. Neatness, boldness, and not seldom elegance, are now found. Lines ruled straight to guide, and not crooked to mislead, are now pretty common, and ought to be universal.

Arithmetic of II. and III.

In the arithmetic of II. I expect a knowledge of numeration as far as hundreds, and I confine myself, in common with some of my colleagues, to the first half of the multiplication table. In III. I expect numeration as far as tens of thousands.

Arithmetic cards for higher standards.

In the three higher standards I continue to use cards containing questions printed in words with, I am satisfied, very good results. For each standard cards containing questions differing from each other, but of equivalent value, are employed. It is only by some such means that copying can be easily, or perhaps at all, prevented without unnecessary waste of time and temper. The plan is therefore valuable in securing both integrity during the examination and wholesome preparation in anticipation of it. Teacher and pupils alike know that only individual effort can result in a pass.

It is gradually becoming common to wed arithmetic to common sense, though the absence of the union is not yet quite rare. Some of my cards for V. contain such questions as, "Two quantities of sugar, the one weighing 2 tons, 3 qrs., "14 lbs., and the other 15 cwt., 2 qrs., 12 lbs., are to be "mixed together, and then divided equally among 16 per-"sons." The mixing is sometimes done by subtracting the one from the other.

Again, in VI. practice, simple and compound, are often worked accurately by a pupil who fails, in making out a bill of parcels, to find the value of a quarter of a pound of tea at 3*s.* 4*d.* per lb. These blunders are, however, of much less frequent occurrence than formerly.

Minute of 20th Feb. 1867 satisfactorily operative.

Your Lordships' Minute of 20th February 1867 has been satisfactorily operative in this district. Of the total number presented 168, or nearly three per cent., were examined in subjects beyond those specified in Article 48. I have reason to believe that generally every pupil present and qualified by attendance, who had been previously examined in VI., was presented for examination in terms of the Minute. The branches chosen were usually more advanced arithmetic, grammar, and composition, and the results on the whole showed that creditable attention had been paid to subjects beyond those specified in Article 48. Indeed, traditional custom, public opinion, and the wholesome rivalry springing from it are, at least in many schools, a satisfactory safeguard against the narrowing of the educational horizon, which, though there is an important counterpoise in the direction of solidity, is probably the tendency of the Revised Code.

Writing.

On the subject of writing I have to repeat my complaint of the too common disregard of the head-line as a model for imitation. It is to me a matter of great surprise that a principle so clearly fundamental, and which can within certain limits be so easily carried out, as the carefully attempting to imitate the setting, the only use of which is that it should be imitated, is so often totally disregarded.

Good pass how viewed by different teachers.

There is great variety in the attitude taken up by teachers with reference to the results of individual examination. Generally I find careful preparation, and while a good pass is naturally desired by the teacher, a few failures are cheerfully acquiesced in as being in most schools inevitable. Sometimes, but seldom, I find disregard of the requirements and apparent indifference to the results; sometimes a feverish anxiety about each individual pass.

There is a good medium between carelessness and feverishness; the latter is a symptom of narrowness. It indicates

either a tendency to magnify small things, and by implication to disregard what is of more importance, or a consuming zeal which, if it extended over the whole field of school work, would in a short time result in collapse from sheer exhaustion. I know no instances of the latter; I know several of the former. I have heard an almost piteous wail from a teacher over the only five failures in his school, in whose breast a lamentable want of animation and intelligence, weak geography, and weaker grammar awoke neither shame nor sorrow. The general instruction was as little educative as possible, the only work done being the grinding up of the standard subjects in the most wooden and unstimulating way. Such instances are, I am glad to say, rare.

Inferior schools sometimes make the best pass.

It is not, however, very rare to find schools with a simply fair pass which are really doing much better work than others that contrive to pass eminently well. Such instances occur when every child above six years of age and qualified by attendance is presented, a number of whom almost certainly fail, and so dilute the general result; and where also satisfactory attention is paid to geography, grammar, and general intelligence. When a school of this type is contrasted with one in which all the doubtful pupils are kept back, and in which general intelligence and the more advanced subjects are comparatively neglected, the worse school appears the the better if the examination schedule alone be taken as the measure of efficiency. Indeed, the very considerable latitude of age, ranging from six to nine, which is practically taken advantage of for presentation in Standard I., prevents a fair comparison of one school with another, and materially detracts from the value of general statistics; and yet, in view of widely differing local circumstances, this latitude of age is in some cases necessary, and where it is suspected to be unnecessary it is exceedingly difficult to object to it with effect and certain justice.

Increase of pupil-teachers apparently encouraged by uncertainty of tenure.

Since 1867 there has been a very considerable increase in the number of pupil-teachers. The uncertainty of tenure consequent on engagement from year to year which was at first a check seems to have become an encouragement to apprenticeship. The result is not satisfactory. I do not know many schools where pupil-teachers are appointed unnecessarily, but there are a considerable number in which their services are not commensurate with the expense.

Bad effects.

Pupil-teachers are, as a rule, of little benefit to a school during their first and second years. The present mode of engagement allows them to leave at the end of any year, and it is not at all uncommon for them to do so just when they are beginning to be of use. Many who have no intention of

becoming teachers are tempted by the stipend, and after a year, or it may be two, of very unprofitable service, during which they earn what is to a boy of 13 or 14 a large sum, break off and leave their places to be filled by recruits as raw and inefficient as themselves. The unsettled state of the education question in Scotland makes annual engagements inevitable, but it is for all that a misfortune.

Defective training of pupil-teachers.

While on the subject of pupil-teachers I cannot avoid repeating what I have remarked in previous reports as to the insufficient prefessional training given to them. It is in my experience a rare thing to meet with one who is really efficient. Their influence as affecting the success, especially of a large school, seldom receives the attention it deserves. The fact implied in the name pupil-teacher is much too frequently lost sight of, the fact, viz., that he is a lad who is to be taught to teach. The cases are numerous where he is allowed to go on at his own sweet will, and to all appearance without ever having the advantage of a good, or the drawbacks of a bad, method pointed out to him. Wherever this is so the lad, unless he is a born teacher,—and all boys are not so—is comparatively useless. I do not hesitate to make the broad statement that an inanimate, badly trained pupil-teacher is not only no benefit, but a positive injury to a school. He is simply a make-believe who is credited with doing work which he does not do, and which, if he were not there, the teacher would more or less successfully do for himself. It is my constant practice to advise teachers to superintend their pupil-teachers as often as possible in the management of a class, show them what a good method is, and guard them against the faults into which the average lad is apt to fall. I am quite satisfied that it is only in this way that really effective aid can be got from their employment in a school.

If inefficient, worse than useless.

Necessity of superintendence.

Mistake to confine them to youngest classes.

They are generally assigned to the younger classes and elementary subjects. It is comparatively rare to find a pupil-teacher even in the fourth or fifth year exhibiting his capacity for teaching in the management of a geography or grammar class; this is I think a mistake. In the two latter years of service a pupil-teacher may with advantage both to himself and the school take part in the higher instruction. If he has average aptitude for teaching, and has been properly trained, a lad of 17 or 18 can teach what he knows in any branch with a success little inferior to the master himself. A class mastering lessons of one or two syllables is more difficult to manage than one more advanced. It is more difficult to enlist their interest and sustain their continuous attention. Hence for the pupil-teacher the example,

Young classes more difficult to manage.

and for the class the superintendence, of the master are required.

One test of efficiency.

I frequently make them revise the dictation exercises as a test of their efficiency, giving them to understand that I shall examine the revision, and in many cases I find an absence of that accuracy which alone gives value to writing from dictation. I have again to complain of what is still too common, the limiting of the pupil-teacher's education to the requirements of the broad sheet which ought to be regarded as a minimum not a maximum. The teacher can easily give and the pupil-teacher learn more. Unless this is done too much is left for the normal school to do, and the consequence is an inferior class of teachers. I am glad to find that out of 75 male pupil-teachers, 34 have been taught at least the elements of Latin.

Instruction should not be limited to the broad-sheet.

Substitution of female for male teachers in rural schools generally approved of.

I welcome with satisfaction a growing tendency towards the substitution of female for male teachers in small rural schools. There are several instances in my district, and in every case the change has been followed by success. The teaching of the elementary subjects to a school of forty or fifty children is a task much more congenial to a woman than to a brawny able-bodied man. Male teachers in such circumstances often do little because they have so little to do. To the man who is ambitious to rise in his profession, the work is not sufficiently stimulative, and in the man who is not ambitious to rise a culpable acquiescence in the feeling that the duties are not quite up to the level of an educated man's work soon becomes apparent, and gradually degenerates into the perfunctory performance of doing less than the little required. With a female teacher it is different, she is more patient of the duties connected with the elementary subjects, and does not so soon give up working because the work is simple. Besides young children are more "en rapport" with a female than with a male teacher, and the sympathy necessary to success is either ready to hand or more easily created.

Reasons.

A limit to the substitution.

There is, however, a limit to the substitution of female for male teachers in rural schools. If the district is one in which there is no male teacher within tolerably easy access I should not recommend the substitution. There are several branches, higher arithmetic, mathematics, and elementary classics, which men frequently, and women seldom, can teach. It would be to ignore educational traditions of great value, and which have done good work in Scotland, if boys of ability were unable to procure in their own neighbourhood the elements of such advanced instruction as would enable them to climb still higher. This advanced instruction is no doubt some-

times simply a smattering, but it is sufficient to serve as an initiation which a clever boy can turn to profit, which many have turned to profit, and which has kept and still keeps up a tolerably close connexion between our elementary schools and the university. This is too valuable to be lost sight of, and beyond this limit I should regret to see female teachers substituted for males in rural districts.

Certificated master and mistress in same school.

In several districts where there are materials for a large school a certificated mistress is appointed who relieves the master of the elementary work and takes charge of the sewing. In some cases male, in others female, pupil-teachers are apprenticed; I prefer the latter. An average stipend of 15*l.* a year will secure a much higher class girl than boy. This organization is, in my experience, generally very satisfactory.

Sewing.

Sewing is now very generally taught. Of the 151 schools inspected 125 have sewing mistresses. Of the remaining 26, 8 are attended only by boys, 5 are simple inspection cases, and 13 are schools in which sewing ought to be taught. In some of the latter it has been from accidental circumstances temporarily discontinued. I have seldom to complain of an excess of fancy work, which as a rule is only taught to girls who are tolerably proficient in useful needlework.

Log-book.

Log-books are found in almost every aided school and kept, if not regularly, with at least an appearance of regularity. Every day has its entry the value of which ranges from zero upwards. In some cases the entries are identical for weeks together, and I fear of little value, *e.g.* "lessons given "in the usual order; pupil teacher at his post in time;" after a month of which we find, as if there were some charm in the change, "pupil-teacher at his post in time, lessons given in "the usual order." In other but rare cases the state of the weather as affecting attendance, the character satisfactory or otherwise of preparation of lessons, the removal of a class from one book to another, the commencement of a class in geography or grammar, are carefully and judiciously noted. In almost all the summaries of annual reports are inserted, and thus form a continuous record of the condition of the school, valuable in all cases, especially valuable when a change of either inspector or teacher has taken place in the course of the year.

Often badly kept.

Sometimes well.

Useful as giving a continuous history of the school.

Log-book and registers should belong to the school not to the teacher.

The log-book and registers ought to belong to the school as much as the desks or furniture. This is frequently not so. The teacher often purchases them, and on his removal to another school not unreasonably takes with him what he has bought and paid for. Some embarrassing cases have arisen when a new teacher on taking charge of a school had no record whatever of its past history and was unable to fill

up Form IX. or the examination schedule. This, annoying at any time, would be intolerable if the pecuniary part of the Revised Code were in force.

Verification of annual returns.

The number of school managers who actually verify the entries in the annual returns, is on the increase. In the case of too many it is still a mere formal attestation.

Religious knowledge.

Religious knowledge is in much the same condition as formerly. Catechism is almost universally taught, often accurately repeated, and not seldom imperfectly understood. In many schools otherwise well taught the ten commandments are correctly repeated, while if I ask which or whether any commandment forbids us to swear or tell lies, I get either no answer or a wrong one. Histories from the Old Testament and the Gospel narrative are often the subjects of a creditable examination, but rarely with much religious significance.

Religious difficulty not practically felt.

The religious or ecclesiastical difficulty is perhaps as likely to be felt in this district as in any other in Scotland. In Banff and Inverness there are a number of schools attended by a considerable proportion of Roman Catholics. No difficulty is experienced by either managers or teachers. Protestants learn the Catechism, Roman Catholics do not. On the day of inspection the former stand up for examination, the latter sit and escape it.

Reading.

The per-centage of passes in reading represents more than the real merit, if expression and intelligence be taken as the measure of efficiency. Expressive reading even in the higher classes does not make the progress I should wish. I only repeat what has been often said before, when I say that reading by the master for the pupil's imitation is the natural, and perhaps the only, remedy for this. There is a general opinion, followed by a practice as general, that expressive reading cannot be got from a child who has not gone beyond dissyllables. The opinion I know to be erroneous. The difficulty may be greater or less according to the amount and quality of home training, but there are several teachers in this district whose branches are both numerous and advanced, and whose younger classes read lessons containing a very shadowy trace of a story with an amount of expression that leaves little to be desired. This they accomplish by reading to even the youngest classes for their imitation, and I am inclined to think that it is only by such early beginnings that thoroughly good reading is to be got higher up in the school. The proportion of the upper scholars in even the best schools who could read half a column of ordinary news from a newspaper to a family circle around a cottage fire with a pleasantly intelligible expression is smaller than it ought to be. The test ought not to be a hard one.

Geography and grammar are taught in almost all the schools in this district, not probably to the same extent as before the introduction of the Revised Code, but still satisfactorily. These branches are naturally regarded as only second in importance to the standard subjects, but the cases are few where they are sacrificed to the desire for a complete pass to such an extent as to call for severe censure. This is due partly to traditional custom, and partly to the fact that I never omit these subjects in examination, and usually take notice of them in my reports. Both geography and grammar are frequently commenced orally, and without book of any kind. This is as it ought to be. A man can teach a great deal of useful grammar without asking a class to commit to memory a single rule. Rules are in their proper place when they are used to gather up into a bundle a number of facts united by a common thread. To commit a rule to memory before the mind has accumulated facts requiring generalization is to begin at the wrong and most uninteresting end; is to buy a costly purse before you have a penny to put into it. A few oral lessons will make an ordinarily intelligent class comprehend as many of the parts of speech as are necessary for simple analysis—such analysis as should be employed for bringing out more clearly the interdependence of the various parts of the sentence, and so confirming the conception of its meaning already obtained from intelligent reading.

Geography and grammar.

Often commenced orally.

This is the natural prelude to intelligent parsing, to insist on which without the preliminary exercise of simple sentence analysis is to demand bricks and supply no straw to make them withal. On the other hand I sometimes hear analysis smothered with technical terms which are in many cases only the semblance of knowledge and the cloak of ignorance.

Simple sentence analysis necessary to intelligent parsing.

What was at one time a favourite show subject on examination days, the derivation of words, or as it is called the "giving of roots," has gone pretty much out of fashion. I do not regret it. The roots were usually crammed from a table at the head of the lesson, and the simple reproduction of them without collateral information from the teacher as a means of fixing them in the mind and making them practically useful, was thought satisfactory. It was planting roots in a dry place, and its discontinuance cannot be lamented. Similar remarks apply to spelling from columns, and meanings from dictionaries, which used to be crammed in the same mechanical way, and were, like the giving of roots, laborious, deadening, and unproductive.

Roots, spelling columns, and dictionary meanings.

I generally contrive to keep the higher classes occupied with an exercise in composition while I am engaged with the lower standards. At one time it is the abstract of a narrative

Composition.

read slowly once, at another a letter on a specified subject. The exercises are of very various merit, but on the whole the subject receives satisfactory attention.

Spelling of candidates for admission to normal schools much improved.

In revising the papers of candidates for admission to normal schools in Christmas 1869, I was much struck by the improvement in spelling. I regret that I did not think of making a note of all the results till some of the parcels were returned to the Council office. I made a note of 135 papers from Westminster and Boro' Road Training schools that were still in my possession. I have no reason to think their accuracy was above the average. The following is the result :—

Of 135 papers 77 were faultless.

31	had	1	mistake each	= 31
15	„	2	„ „	= 30
7	„	3	„ „	= 21
3	„	4	„ „	= 12
1	„	5	„ „	= 5
1	„	8		= 8
				107

Owing to the exact training demanded by Revised Code.

I am satisfied that this is a very marked improvement since my last experience of the spelling of candidates for admission, which I have no doubt is due to the more exact training in that subject under the Revised Code. The majority of the candidates had probably from one to two years' training under the Revised Code as pupils in the schools in which they were afterwards apprenticed, and I presume it is not uncommon during apprenticeship for the pupil-teachers to get dictation exercises along with the higher standards. The improvement is, I think unquestionable, and this seems the most natural explanation.

General Reports not read by teachers.

I have found it necessary to repeat several of the suggestions made in my reports for 1865 and 1867 because the faults then complained of still exist. I am inclined to think these would have been to a greater extent remedied, did the blue book usually find its way into the teachers' hands, this unfortunately is not so. It is no exaggeration to say that in Scotland nine-tenths of them never see it.

In my report for 1867, I said,—

"Next to your Lordships, there are I presume none for whom these reports are more intended, or who are more likely to be influenced by them than teachers. If this is so, the intention is missed and the influence unfelt. . . . . If they are worth being written they are worth being read, and at present they are certainly not read by teachers."

I shall content myself with repeating this, and referring to the three suggestions for their more general use thrown

out in the same report, in the hope that some one of them may yet be found practicable.

Joint university and normal school training.

My opinion on the importance of joint university and normal school training remains unchanged. I entered pretty fully into the subject in my report for 1867, and it is unnecessary to repeat the scheme there drawn out. From subsequent inquiries I have reason to believe that it is on the whole practicable. That it is desirable is the general opinion of my Scotch colleagues. The probability of a general educational measure for Scotland at an early date may render it unnecessary for your Lordships to make any change in the present training of normal school students.

University not a complete substitute for normal school.

I was glad to see that in the defeated Bill of last session provision was made for the recognition of university training as entitling to certificate. I should regret to see the university regarded as a complete substitute for the normal schools, which, in respect of practical training, have conferred inestimable benefits on elementary education. The superiority of our present primary schools, in respect of method and professional skill, is too obvious to be denied by any one who can compare the schools of to-day with those of 20 years back.

Education of old should be combined with practical skill of new order of teachers.

What is wanted is the union of the education of the old with the practical training of the new order of teachers. Given this union, the valuable traditional custom of Scotch education would be preserved, the parochial schools would continue to be what they have been hitherto, though less so lately,—the feeders of the university; the poor but clever boy would do what poor but clever boys by the score are at this moment doing at all our Scotch universities, viz., work his way at small expense from the condition of manual labour to respectability and position. The character of Scotch university life makes this not only a possibility but a fact. The constitution of the English universities makes it generally an impossibility.

I have the honour to be, &c.

JOHN KERR.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1869, *by Her Majesty's Inspector,* JAMES CUMMING, Esq., LL.D., *on* SCHOOLS *connected with the* FREE CHURCH *and other* SCHOOLS *inspected by him in the* SOUTH EASTERN DISTRICT *of* SCOTLAND.

MY LORDS,

I HAD the honour last year of laying before your Lordships a report on the schools which I had inspected. Particular circumstances render it desirable that I should this year also make a report; but as my district is the same as formerly, and the schools in it are almost exactly the same, I shall not have much to state in addition to what I mentioned a year ago.

Schools inspected.

In the course of these twelve months I inspected 156 elementary schools, including 171 departments, judged separately by examination according to the standards of the Revised Code. In these schools there were 200 certificated teachers. In a few schools the infant department was so arranged that the pupils, as soon as they were qualified to be examined by the first standard, were transferred to the higher or juvenile department, and there was, consequently, no examination of the infant school by this mode of inquiry. This, of course, did not prevent the inspection of the school in reference to the instruction given in all the branches which infant training is expected to embrace. In one school, in consequence of the sudden and continued illness of the master immediately before the day fixed for inspection, the usual statistics had not been made up nor the examination schedule prepared, so that the condition of the school had to be considered on general grounds and appearances, and reported on accordingly.

Character as determined by the standards.

Of the 171 schools already mentioned as having been judged by the standards, 14, including four infant schools, passed without a failure. In the worst the passes amounted to 73 per cent. But it will be most satisfactory to put the results, as in former years, in a tabular form.

There were, then—

14	schools	in which	there were	no failures.	
71	schools	in which	the failures were	less than	5 per cent.
41	„	„	„	„	10 „
26	„	„	„	„	15 „
8	„	„	„	„	20 „
11	„	„	„	were more than	20 „
171					

Last year the number of schools in which the failures were less than 15 per cent. was 152, exactly the same as in the present year. There is a slight advantage in regard to this year arising from the circumstance that the whole number of schools thus examined was rather less, and the number of those in which the failures were *more* than 15 per cent. was only 19, as against 24 in the former year.

Numbers present and examined.

The numbers present on the days of inspection amounted to 18,098. The average attendances during the year are about 17,140. Of these a considerable proportion are, of course, under six years of age, and a number more of the older pupils who were present at inspection and helped to make up the average attendance had been present less than 200 times in the year, and were consequently omitted from the examination schedule. When these two classes are deducted it will not appear very remarkable that the whole number entered on the schedules under the various standards was only 10,723, of whom, however, 900 were absent when the examinations took place.

Crowding in particular schools.

Though the number of schools examined by me has not increased, I believe that the pupils attending them are more numerous. In some of the schools objections have been taken to the crowding of the apartments, and it is often in the very best schools that this inconvenience occurs. When the character of the school is high and established, it naturally attracts pupils in great numbers, especially if other schools in the neighbourhood should be in an inefficient condition. The unwillingness of managers to refuse admission to applicants may be excused on other than mere pecuniary considerations, when they see that their school is not only satisfactory to their own judgment, but is appreciated and useful in the neighbourhood. The *appearance* of crowding is sometimes avoided by the skilful arrangement of the teacher, and there is a reluctance to extend the premises, not merely from the present position of the educational question, but from the consideration that the pressure may be only temporary, and that a favourable change in some of the neighbouring schools may soon draw off the surplus attendance. Still it is necessary for the health of the scholars and for the efficient working of the school that crowding should be prevented. The extent of the evil cannot always be ascertained by the comparison of the average attendance with the dimensions of the school, for the crowding may take place chiefly in one part of the year, while the average is kept down by the comparative thinness of the attendance at other seasons, and if the increase of numbers occurs only for a few weeks in the year, it might be thought harsh to enforce

a rigorous rule for its diminution; but certainly, if the average attendance is greater than the dimensions of the school can properly accommodate, it may be inferred that at some particular periods of the year the attendance must be uncomfortably great.

Infant schools—

In attempting to characterise the instruction, I may advert first to schools of the most elementary kind; I mean the infant schools, of which I have a considerable number under inspection. And there are perhaps none in which the diver-

their order;

sity of talents among the teachers is more conspicuous. The neat arrangement, the perfect order observable in some, the exactness with which the various evolutions are performed, and the distinctness with which the instruction is imparted and received, contrast very strongly with the painful effort to preserve regularity in others, and the partial manner in which the instruction is diffused among the scholars. The power of preserving order, quietness, and liveliness among a hundred infants brings out the patience, tact, and resources of the teacher, and these can only be partially acquired by practice in the normal school. *There*—I speak of the school under my own inspection—the infant department is in such admirable condition that it requires comparatively little effort to keep up the order and attention of the scholars, though awkwardness and incapacity in the student might tend to impair the discipline of the school; but to maintain thorough order without any painful constraint is the proof of a peculiar talent which I have pretty frequently, though not always, had occasion to acknowledge and commend.

and instruction.

In the instruction of the infant schools there are only two subjects which appear to me to call for observation. In the best schools there is an abundant apparatus for exhibiting a variety of objects and pictures as well as specimens of forms and colours. In others what is called the object lesson is given almost entirely in an oral manner without the actual object or any representation of it. In the latter case the lesson must necessarily be less interesting and therefore less instructive. It is creditable to some of the teachers that with imperfect apparatus they are able to accomplish so much as they do. But it would be well for the proprietors and managers of the school to see that the apparatus was more liberally furnished.

The other subject to which I wish in this connection to advert is the teaching of arithmetic. This in an infant school must be necessarily to a great extent a matter of rote, like the repetition of the multiplication table. But no infant school is decently furnished if it has not a ball frame with which to convey a proper idea of numbers and to connect the

repetition of numerical processes with visible and intelligible facts. Thus, along with the simultaneous utterances "Two "from nine and seven remain, two from eight and six "remain," &c., the actual removal of two balls from the larger number is seen to leave the less remaining. I have found this kind of practice very effectual in preparing the children for the simple operations required under the first standard, and where the training has been well practised my work of examination has been comparatively rapid and pleasant.

Juvenile schools.

In advancing to the higher classes I have not much to observe in addition to what I have expressed in former reports. Where the schools are under the average quality the chief defects will probably be found in the writing to dictation under the third and fourth standards. A certain amount of accuracy in spelling must be required, and though penmanship moderately good is also to be expected, I have seldom found it necessary to refuse a pass on the ground of penmanship alone. If the exercise is ill written, it is almost sure to be ill spelt, and in such cases the arithmetic will also probably be defective. A good teacher should be able to bring up nine-tenths at least of those whom he presents under the fourth standard to the requisite attainments in arithmetic. Those of the fifth standard are not much higher, so that an able teacher alleged to me that he could bring those who had passed in the fourth to pass in the fifth in a fortnight. If this be approximately true it might perhaps be well if part of the business of the fourth year were postponed till the fifth, say, the exercise in compound division.

Pupil-teachers.

In the course of the year I have examined 214 pupil-teachers besides candidates. Of these, only five had completed the fifth year of their apprenticeship, or took the fifth year's paper; 81 had completed the first year; 52 took the paper for the end of the second year; 46 that for the third year, and 30 that for the fourth. It is to be regretted that the course has been completed by so few. I trust that the system of our national education will soon admit of more rigorous regulations in reference to this subject.

I have the honour to be, &c.

JAS. CUMMING.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. T. Wilkinson, A.M., *on the* Episcopal Church Schools *inspected by him in* Scotland.

My Lords, December 31, 1869.

I have the honour to transmit, for your Lordships' information, a general report on the state of education among the Episcopal Schools of Scotland.

Few changes in the district.

My field of labour being unchanged and the number of schools remaining almost stationary, my report must of necessity present few features of variety. On these few changes, however, and on those points to which I had occasion to draw your Lordships' attention in my last report, I shall beg leave in the first place to address your Lordships, and afterwards to submit a few remarks common to the schools of my entire district, and to the general condition of education prevailing in them.

Table I.

The following table represents the condition of the schools as to the numbers of schools, of teachers, of pupil-teachers, and of scholars during the years 1868 and 1869 :—

—	Schools.	Teachers and Assistants.	Pupil-Teachers.	Scholars.
1868 - - -	124	147	150	11,995
1869 - - -	125	141	158	11,666

Showing an increase of schools and of pupil-teachers, and a decrease of teachers and of scholars.

Table II.

The next table shows the per-centages of passes in reading, writing, and arithmetic during the same years.

—	Reading.	Writing.	Arithmetic.
1868 - -	91·26	89	82
1869 - -	85·	90	85

The above results in both cases exhibit so slight a change that no especial remark is called for.

Simple inspection schools disappearing.

Simple inspection schools, I am happy to record, are rapidly disappearing from my list. With very few exceptions the quality of the instruction imparted in them is of a very inferior kind, and the sooner the teachers of them are superseded by duly qualified and certificated ones, the better.

Migratory nature of parents' employment injurious to schools on east and north coasts of Scotland.

One great drawback to the success of many schools during the past year or two has been the migratory character of the parents' occupation; not a removal from one place to others from which they do not return, but the alternative nature of their employment, which takes them from home at one season of the year and brings them back at another. This is especially the case in the numerous fishing villages and towns on the Forfarshire, Kincardine, Aberdeenshire, and Moray Firth coasts.

Irregular attendance equally injurious in Highlands.

Another cause prejudicial to the interests of a numerous class of rural schools, especially in the Highland districts, lies in the irregular and desultory attendance of the children, and this cannot be avoided. For six months, from April to September, the children are kept at home very much for farming occupations, and during the other half of the year broken weather, distance from school, in some instances considerable, and other causes, combine to bring down the attendances of the children, in the most favourable cases, to not more than 150 in the year. This I am fully able to state from my own experience of the many cases which have attracted my attention. So long therefore as the migratory habits prevailing in certain parts of my district shall continue, and the other cause, to which I have just referred, shall prevail in the Highland localities of the country, and the present restriction of the 200 attendances shall be maintained, so long must the advantages of your Lordships' grants, so important and valuable elsewhere, be in abeyance, and out of the reach of those most destitute and in need of them. If to these two classes of schools your Lordships' indulgence were so far extended as to allow to them the same privilege which is conceded to half-timers, a very great boon would be conferred on schools many in number and widely diffused throughout the country.

Impossible to meet the requirement of 200 attendances a year in the Highlands and other parts.

Reduction in the number of attendances a great boon to these schools.

Pupil-teachers.

Females.

Superior to males.

In my last report I stated that the pupil-teachers were generally doing well. So far as regards female pupil-teachers I am glad to record the same opinion; almost invariably these are acquitting themselves with credit. As a rule, both in attainments and powers of teaching, they are far superior to the males. In fact, of the latter there are not many of whom I can speak favourably. Their examination papers are often very indifferent productions, showing a great want of thought and intelligence. Few of them, I regret to observe, appear to me to be able to give a lesson to a class in a proper manner, and to exercise that control and to create and keep up that interest so necessary for any amount of success. From whatever cause such a result has ensued I am unable to offer any settled opinion; but it appears to me that

Examination papers of males not good generally.

Males, inferior teachers.

in respect of their attainments and training the present class of male pupil-teachers is inferior to their predecessors.

Possible reason.

It may possibly be attributed to two causes; first, the excessive liability on the part of the pupil-teachers to quit the profession for more lucrative employment; and, secondly, the management of the school being left to the teacher.

(1.) Inducement to quit the profession.

(2.) Teacher is the manager.

A remedy for the first of these, in the financial position of the majority of Scottish Episcopal schools, it would probably be difficult to suggest, except the appeal to a source from which far too much has already been drawn, viz., the pockets of the clergy, in many cases the chief, in some the sole, contributors to the schools. The remedy for the second is very feasible and practicable. Having in former reports referred to this matter, I beg leave again to press it on your Lordships' attention.

(1.) Remedy not very easy.

(2.) Simple remedy.

Managers a name.

In some parts of the country managers are a mere name and nothing more; everything is in the hand of the teacher. In some cases of female schools the children's work has never been examined nor a question asked them, except by the teacher, during the year. In other cases I have found that no manager had been in the school since the last inspection. Such instances are rare, but I regret to observe that, as a rule, the visits of school managers are desultory and irregular. The effect of this on the school generally cannot be encouraging or salutary; in its bearing on the pupil-teachers and their relation to the principal teacher and the scholars—the immediate point I am adverting to—it cannot but be prejudicial in the extreme. I am at a loss to understand how school managers can testify to the fulfilment of his duties to his pupil-teachers by the master on the inadequate data which many of them possess.

Managers' visits to schools irregular.

Bad effects of this.

Schools bad or good in the ratio of irregular or of constant attention of manager.

The schools to which I refer have this impress on them, that they are secondary and inferior ones. Wherever the system, as in these cases, of leaving the school and its concerns entirely in the hands of the teacher, seems to have established itself, the result, as regards the pupil-teachers, is invariably unsatisfactory. Wherever interest and activity are manifested, and the management is a reality, then the best results follow; the pupil-teachers are what they ought to be, and the schools flourish.

I now beg leave to advert to those points of my last report which seem to require a brief notice.

Subjects of elementary instruction.

The several subjects of elementary instruction.

Moral and religious instruction.

The moral and religious teaching, conducted as it is in most cases under the immediate personal supervision of the clergyman, meets with all the attention which its importance deserves.

The liturgy and catechism do not invariably meet with the attention given to the religious instruction; but this my long experience of an Episcopal church in a Presbyterian country would hardly lead me to expect. Liturgy and catechism.

Reading is not so good as I could wish to see it. In accuracy and expression the boys fail more than the girls. In some parts of my district the reading is improved; generally during the past year it seems to have retrograded. Reading.

Writing, as regards penmanship, is improved, and is very good. In spelling I observe an advance, but not very marked. Writing and dictation.

Arithmetic exhibits neither progress nor retrogression. It continues to be sensibly and successfully taught in the best schools; deficiently in the secondary ones. The pressure of notation and of numeration on the younger classes of the school I still continue to consider a mistake, and to involve a loss of time and the useless labour of putting into a child one day what it forgets in the next. For the 1st Standard your Lordships' regulations require the power of adding and of subtracting up to 10. Beyond that number I never test the powers of the 1st Standard; beyond hundreds I never exact in my dictation to the 2nd Standard; seldom up to thousands, never beyond, to the 3rd Standard. The 4th, 5th, and 6th Standards are at an age to be tested to the full extent in notation and numeration; and this practice is carried out by me in reference to the three highest standards, both by dictation and by cards. Arithmetic. Younger classes unfit for notation and numeration. Upper standards to be tested fully in both.

In the better schools of the rural localities, and in all the town schools, grammar, geography, and history continue to be taught with more or less efficiency and success. Grammar takes precedence, and is very well taught, especially in town schools; geography occupies the second place; history the third. The higher subjects, grammar, geography, history.

Those important items of female instruction, sewing and knitting, continue to be taught with varied success. Under certificated mistresses they are taught excellently in most schools; in mixed schools, where a sempstress is engaged for a part of the day, the instruction is not so satisfactory. From want of system, scarcity of materials, or lack of judicious superintendence, a sufficient number of good specimens is not so often exhibited as could be wished. Sewing and knitting. Best taught under certificated teachers.

Music, hitherto in abeyance and in the background, except in two or three schools of my district, and I believe, in most schools of the country, promises, I am glad to be informed in several quarters, to assume in future a position in the educational statistics of the country which I have long wished to see it occupy. Music.

Sol-fa system.

Under your Lordships' recognition of the sol-fa system of notation there can be no doubt that a new aspect will be given to the art of music throughout the schools, and it must be a subject of congratulation to all educationalists that this charming and ennobling science is about to take that position of prominence so justly due to it, by the introduction of it, under your Lordships' sanction, into the inspected schools of the country. That a system is admirably calculated by its simplicity, its cheapness, and its accessibility to all classes, to improve the musical taste, will, under its high auspices, make rapid advances throughout the country, admits not of doubt; and I shall rejoice, with my own humble pretensions as being something of a musician, to give my feeble impetus to what I conceive will be the best effort ever made to popularize vocal music through the Episcopal Schools of Scotland.

Conclusion.

In concluding this 18th report of the Scottish Episcopal Schools, I would briefly refer to the state of the buildings connected with the several institutions inspected by me.

State of school buildings, &c.

They are, almost without an exception, in the most complete and satisfactory condition, both externally and in respect of internal accommodation. The greater number of them are of recent erection; those of earlier date are in excellent repair, and all the appliances, in and out, bear testimony to the care and attention of the managers in these respects.

If the remarks which I have felt it my duty to make in reference to the relations between managers, teachers, and pupil-teachers, shall be the means of introducing into the working of the schools on the part of the first-named of these a more systematic and vigilant observance of those relations, I shall not consider my remarks to have been wholly thrown away.

I have the honour to be, &c.

T. WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix No. 2.

NORMAL SCHOOLS.

List of Normal Schools under Inspection.

Name of Normal School.	Name and Address of Correspondent.
Normal Schools for Masters only. (15.)	
Bangor (Brit. and For. School Society's)	Rev. D. Rowlands, Bangor.
Battersea (National Society's)	Rev. E. Daniel, Battersea, London, S.W.
Borough Road (British & Foreign School Society's).	Alfred Bourne, Esq., Borough Road, London, S.E.
Carmarthen (National Society's)	Rev. R. H. Morris, Carmarthen.
Carnarvon (Church of England)	Rev. J. S. Boucher, Carnarvon.
Chelsea, St. Mark's (National Society's)	Rev. J. G. Cromwell, St. Mark's Training School, Chelsea, London, S.W.
Chester (Diocesan)	Rev. J. M. Chritchley, Chester.
Culham (Oxford Diocesan)	Rev. J. Ridgway, Culham, Abingdon.
Durham (Diocesan)	Rev. A. R. Ashwell, Trng. Sch., Durham.
Exeter (Diocesan)	Rev. J. G. Dangar, Exeter.
Hammersmith, St. Mary's (Roman Catholic).	Rev. T. Graham, Brook Green House, Hammersmith, London, W.
Peterborough (Church of England)	Rev. C. Daymond, Peterborough.
Saltley, nr. Birmingham (Worcester Dioc.)	Rev. T. J. Haworth, Saltley, Birmingham.
Winchester (Diocesan)	Rev. C. Collier, Trng. Sch., Winchester.
York and Ripon (Diocesan)	Rev. G. Rowe, York.
Normal Schools for Mistresses only. (16.)	
Bishop's Stortford (Rochester Diocesan)	Rev. A. H. Blunt, Bishop's Stortford.
Brighton (Chichester Diocesan)	Rev. H. H. Wyatt, 84, Montpelier Road, Brighton.
Bristol, Gloucester, & Oxford (Dioc.)	Rev. W. Smith, Fishponds, Bristol.
Derby (Lichfield Diocesan)	Rev. Canon Latham, Little Eaton, Derby.
Durham (Diocesan)	Rev. W. H. Walter, Durham.
Edinburgh, Lochrin House (Scot. Epis.)	Rev. C. Smith, Edinburgh.
Gray's Inn Road (Home and Colonial School Society's).	Rev. J. Joyce Evans, Gray's Inn Road, London, W.C.
Lincoln (Diocesan)	Rev. Hector Nelson, Lincoln.
Liverpool Roman Catholic	The Principal, Roman Catholic Training School, 96, Mount Pleasant, Liverpool.
Norwich (Diocesan)	Rev. W. C. Davie, Norwich.
Ripon (York and Ripon Diocesan)	Rev. E. B. Badcock, Ripon.
Salisbury (Diocesan)	Rev. W. D. Morrice, Longbridge-Deverill, Warminster.
Stockwell (British and Foreign School Society's).	Alfred Bourne, Esq., Borough Road, London, S.E.
Truro (Exeter Diocesan)	C. Barham, Esq., Truro.
Warrington (Chester Diocesan)	The Ven. Archdeacon Durnford, Middleton, Manchester.
Whitelands (National Society's)	Rev. Harry Baber, Whitelands House, Chelsea, London, S.W.
Normal Schools for both Masters and Mistresses. (7.)	
Cheltenham (Church of England)	Rev. R. M. Chamney, Cheltenham.
Edinburgh, Castle Hill Terrace (Church of Scotland).	S. S. Laurie, Esq., 22, Queen Street, Edinburgh.
Edinburgh, Moray House (Free Church)	W. Gray, Esq., Free Church Educational Committee, Edinburgh.
Glasgow, Dundas Vale (Ch. of Scotland)	J. Leitch, Esq., Normal School, Dundas Vale, Glasgow.
Glasgow (Free Church)	W. Kidston, Esq., Free Church Normal School, Glasgow.
Homerton (Congregational)	Rev. Dr. Unwin, The College, Homerton, London, N.E.
Westminster (Wesleyan)	Rev. W. G. Olver, Wesl. Training Sch., Horseferry Rd., Westminster, London, S.W.

(No. 1.)

Summary showing Original Cost of Buildings, Expenditure in 1869, and Number of Students in 1870.

Denomination.	Original Cost of Buildings.			Amount of Expenditure for Year 1869.			Number of Students in 1870.					
	Subscribed.	Granted by Committee of Council.	Total.	Granted by Committee of Council.	Balance from other Sources.	Total.	Resident.			Room for (Article 102[1]).		
							Male.	Female.	Total.	Male.	Female.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
Church of England.	194,085 14 1¾	91,474 10 3	285,560 4 4¾	40,563 9 1	17,503 13 5	58,067 2 6	628	776	1,404	999	788	1,787
British - -	40,425 9 7	12,203 7 6	52,628 17 1	6,488 16 11	2,080 7 11	8,569 4 10	141	105	246	141	102	243
Wesleyan -	33,101 9 3	5,049 10 0	38,150 19 3	4,192 6 8	3,024 19 10	7,217 6 6	76	65	141	72	60	132
Congregational	- - -	- - -	- - -	423 15 0	1,445 0 9	1,868 15 9	19	24	43	25	25	50
Home and Colonial.	1,600 0 0	6,000 0 0	7,600 0 0	4,064 6 8	1,462 0 6	5,526 7 2	—	140	140	—	140	140
Roman Catholic	9,630 0 8	3,900 0 0	13,530 0 8	3,608 16 4	1,511 12 3	5,120 8 7	50	73	123	70	73	143
Scotch :—												
Established -	14,699 7 10½	11,847 8 0	26,546 15 10½	6,404 5 11	2,224 11 2	8,628 17 1	120	110	230	188	168	356
Free Church	14,467 18 6	7,492 10 0	21,960 8 6	6,580 11 7	1,753 3 10	8,333 15 5	88	164	252	199	185	384
Episcopal -	- - -	- - -	- - -	528 0 11	333 14 0	861 14 11	—	21	21	—	26	26
Grand Totals	308,010 0 0¼	137,967 5 9	445,977 5 9¼	72,854 9 1	31,339 3 8	104,193 12 9	1,122	1,478	2,600	1,694	1,567	3,261

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

	NORMAL SCHOOL.	Number of Officers. In College (including Principal).	Number of Officers. In Practising School* (exclusive of Pupil-teachers).	Number denoting College on opposite Page.
CHURCH OF ENGLAND	Cheltenham, *Male*	11	3	1
	" *Female*	3	1	2
	Peterborough, *Male*	11	—	3
	NATIONAL SOCIETY'S, at Battersea, *Male*	9	3	4
	" Chelsea, St. Mark's, *Male*	8	4	5
	" Whitelands, *Female*	5	—	6
	" Carmarthen, *Male*	6	2	7
	DIOCESAN, at Bishop's Stortford (Rochester), *Female*	8	1	8
	" Brighton (Chichester), *Female*	8	3	9
	" Fishponds (Gloucester and Bristol and Oxford), *Female*	6	1	10
	" Carnarvon, *Male*	6	—	11
	" Chester, *Male*	8	2	12
	" Culham (Oxford), *Male*	7	2	13
	" Derby (Lichfield), *Female*	5	2	14
	" Durham, *Male*	6	2	15
	" *Female*	7	—	16
	" Exeter, *Male*	5	2	17
	" Lincoln, *Female*	7	2	18
	" Norwich, *Female*	7	2	19
	" Salisbury, *Female*	8	—	20
	" Saltley (Worcester), *Male*	6	2	21
	" Truro (Exeter), *Female*	9	1	22
	" Warrington (Chester), *Female*	5	1	23
	" Winchester, *Male*	5	2	24
	" York (York and Ripon), *Male*	7	—	25
	" Ripon " *Female*			
BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*		7	1	26
" " at Stockwell, Surrey, *Female*		8	2	27
" " at Bangor, *Male*		5	—	28
WESLEYAN, in Horseferry Road, Westminster, *Male*		11	5	29
" " " *Female*				
CONGREGATIONAL, at Homerton, *Male*		9	1	30
" " *Female*				
HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female*		14	2	31
ROMAN CATHOLIC, at Hammersmith, *Male*		6	1	32
" Liverpool, Mount Pleasant, *Female*		10	—	33
CHURCH OF SCOTLAND, at Edinburgh, *Male*		8	1	34
" " *Female*				
" Glasgow, *Male*		7	5	35
" " *Female*				
FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*		11	1	36
" " *Female*				
" Glasgow, *Male*		8	4	37
" " *Female*				
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Lochrin House), *Female*		4	—	38
Total		281	55	

* In cases where the teachers of the Practising School are also teachers of

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

Number denoting College on opposite Page.	Number of Students resident in February 1869. Admitted pursuant to Article 107.	Others.	Total.	Number who quitted the College at end of 1869.	Number of new Admissions 1870.	Number of Students resident in February 1870. Admitted pursuant to Article 107.	Others.	Total.	Number admissible (Article 107).
1	31	1	32	30	41	60	—	60	105
2	59	—	59	30	32	59	—	59	59
3	35	—	35	12	21	43	—	43	68
4	80	—	80	37	39	78	—	78	107
5	74	6	80	40	37	89	—	89	106
6	107	—	107	53	58	107	—	107	109
7	13	5	18	5	16	24	5	29	69
8	37	—	37	27	30	37	—	37	37
9	41	2	43	23	27	44	2	46	49
10	68	—	68	29	42	80	—	80	80
11	18	3	21	6	12	24	4	28	43
12	10	—	10	10	17	17	4	21	70
13	26	7	33	10	45	60	7	67	100
14	41	—	41	19	22	44	—	44	42
15	17	—	17	11	25	31	—	31	32
16	34	—	34	17	25	41	—	41	46
17	17	1	18	6	20	29	1	30	68
18	40	—	40	19	20	40	—	40	40
19	40	—	40	19	21	40	—	40	40
20	46	3	49	18	33	63	—	63	67
21	63	—	63	20	46	88	—	88	125
22	19	2	21	9	22	32	2	34	54
23	97	2	99	44	55	103	2	105	102
24	31	1	32	13	14	31	—	31	36
25	27	2	29	15	21	33	—	33	39
26	55	1	56	22	31	62	—	62	64
27	80	—	80	41	53	100	—	100	100
28	102	—	102	50	58	105	—	105	102
29	31	1	32	19	29	41	—	41	41
30	67	—	67	32	41	71	5	76	72
	64	—	64	27	32	61	4	65	69
31	140	—	140	67	71	140	—	140	140
32	38	4	42	29	54	50	—	50	70
33	65	—	65	29	38	73	—	73	73
34	54	4	58	32	32	58	3	61	102
	55	—	53	26	31	55	—	55	103
35	38	—	38	26	36	59	—	59	86
	57	—	57	29	29	55	—	55	65
36	43	—	43	21	24	43	—	43	104
	85	—	85	36	51	97	—	97	92
37	28	—	28	18	35	45	—	45	85
	65	—	65	28	34	67	—	67	93
38	22	—	22	12	12	21	—	21	36
	2,236	50	2,286	1,037	1,439	2,365	37	2,699	3,261

method in the Normal School they are included in the staff of the latter.

(No. 3.)—Table showing the Income and Expenditure of Normal Schools, in the Year ending 31st December 1869.

Income (Amounts actually received during the Year).

Normal School.	1. Grants from Committee of Council on Education.		2. Proceeds of Land or Capital Sums.		3. Subscriptions and Donations.		4. Fees of Students.		5. Exhibitions.		6. Collections in Churches and Chapels.	7. Received from Students for Books sold to them.	8. Received from other Sources.	9. Total.
	Under Revised Code.	From Science and Art Department.	a. Inalienable from the College by Law.	b. Alienable from the College at Discretion.	a. From Individuals.	b. From Diocesan Boards and other Charitable Bodies.	a. Paid by themselves or their Relatives.	b. Paid by Private Patrons.	a. Permanently established.	b. This Year, but not sure to be renewed.				
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Church of England. National Society's. Battersea	3,586 17 11	33 19 0	- - -	14 3 3	69 15 6	500 0 0	115 10 0	- - -	- - -	- - -	- - -	14 17 2	9 0 2	3,167 4 11
Chelsea, St. Mark's	3,605 15 0	22 0 0	- - -	23 4 2	136 5 6	600 0 0	155 5 0	- - -	- - -	- - -	- - -	9 1 10	3 8 6	2,991 14 10
Whitelands	3,969 17 9	1 19 9	- - -	150 18 6	97 18 6	350 0 0	20 5 0	- - -	- - -	- - -	30 3 0	45 7 11	- - -	2,561 18 11
Carmarthen	638 5 0	- - -	26 10 0	- - -	113 19 0	300 0 0	325 0 0	- - -	- - -	- - -	- - -	239 15 5	- - -	*4,646 0 1
Diocesan. Bishop's Stortford (Rochester)	1,681 18 4	- - -	19 10 10	- - -	401 5 6	- - -	149 10 0	- - -	- - -	- - -	- - -	98 2 1	*87 8 11	3,102 15 9
Brighton (Chichester)	1,991 6 6	- - -	- - -	- - -	190 13 4	- - -	200 0 0	- - -	- - -	- - -	- - -	61 18 1	(3 0 0) (*535 18 3)	4,827 1 1
Bristol (Gloucester and Bristol, and Oxford)	1,567 9 8	- - -	12 4 6	107 4 6	248 9 0	- - -	143 10 0	- - -	- - -	- - -	- - -	- - -	- - -	3,332 4 6
Carnarvon	946 8 6	21 10 6	- - -	- - -	133 8 6	400 0 0	111 0 0	- - -	- - -	- - -	- - -	37 19 10	- - -	2,541 14 6
Chester	564 15 0	- - -	- - -	1 14 9	- - -	327 13 0	131 0 0	- - -	- - -	- - -	- - -	29 9 0	- - -	1,452 8 10
Cuddam (Oxford)	1,240 15 0	126 16 6	- - -	- - -	- - -	572 0 3	218 14 6	- - -	- - -	- - -	- - -	42 7 1	- - -	2,156 8 3
Derby	1,135 18 4	- - -	- - -	- - -	248 12 9	56 9 9	109 13 0	- - -	- - -	- - -	- - -	25 13 4	15 2 2	1,571 16 0
Durham, Male	1,021 10 0	- - -	- - -	528 18 11	368 0 6	97 10 0	- - -	- - -	25 0 0	- - -	4 4 0	- - -	- - -	923 8 9
" Female	1,023 15 3	- - -	- - -	18 12 1	267 13 6	99 0 0	320 0 0	- - -	- - -	- - -	- - -	55 4 7	- - -	2,365 20 10
Exeter	921 10 0	- - -	- - -	13 17 7	226 4 0	65 0 0	83 5 0	- - -	10 0 0	- - -	- - -	31 5 2	*22 12 3	1,389 1 9
Lincoln	1,017 10 7	2 0 0	314 13 0	- - -	9 4 3	- - -	84 0 0	- - -	- - -	- - -	64 7 5	9 14 6	39 18 11	2,198 0 3
Norwich	1,034 1 2	3 0 0	- - -	4 10 11	224 9 0	7 0 0	83 5 0	- - -	- - -	- - -	3 1 0	- - -	- - -	1,418 1 10
Salisbury	1,183 4 7	- - -	- - -	- - -	- - -	200 0 0	111 15 0	- - -	- - -	- - -	- - -	1 0 0	- - -	1,599 6 7
Saltley (Worcester)	2,771 12 6	11 10 0	- - -	- - -	420 4 0	300 5 6	9 15 0	- - -	- - -	- - -	12 9 1	54 7 8	*62 6 10	1,662 6 5
Truro (Exeter)	508 5 3	3 10 0	- - -	- - -	70 12 0	28 0 0	- - -	- - -	- - -	- - -	5 15 4	30 11 4	9 10 0	1,009 17 3
Warrington (Chester)	2,209 10 2	4 0 0	19 0 0	- - -	- - -	281 18 1	245 0 0	- - -	- - -	- - -	- - -	44 1 6	- - -	1,772 6 1
Winchester	1,174 16 10	6 0 0	- - -	28 8 5	- - -	218 8 3	33 10 0	- - -	- - -	10 0 0	- - -	89 3 0	- - -	3,642 16 6
York (York and Ripon), Male	1,440 13 5	47 4 2	- - -	- - -	- - -	245 0 0	45 0 0	40 0 0	- - -	- - -	- - -	3 4 11	20 0 0	744 12* 2
Ripon " Female	1,374 10 11	9 0 0	- - -	- - -	- - -	250 0 0	281 10 0	- - -	- - -	- - -	- - -	47 18 6	- - -	3,134 16 9
British and Foreign School Society's. In Borough Road, Southwark	3,532 5 11	21 0 0	- - -	- - -	373 18 2	- - -	117 12 6	- - -	- - -	- - -	- - -	- - -	- - -	1,675 6 0
at Stockwell, Surrey	2,115 0 0	12 10 0	- - -	- - -	503 1 6	- - -	119 15 6	19 0 0	- - -	- - -	- - -	32 5 0	10 9 0	1,905 1 1
at Bangor	979 1 0	9 0 0	- - -	- - -	310 19 0	- - -	272 10 0	- - -	- - -	- - -	- - -	45 18 8	- - -	3,881 19 7
Congregational, at Homerton	425 15 9	- - -	- - -	- - -	1,381 15 4	- - -	137 0 0	- - -	- - -	- - -	- - -	32 18 1	- - -	4,199 2 2
Wesleyan, in Horseferry Road, Westminster	4,192 6 8	- - -	- - -	- - -	- - -	3,000 0 0	150 0 0	- - -	- - -	- - -	- - -	88 0 3	- - -	3,928 19 9
Home and Colonial School Society's, in Gray's Inn Road	4,000 6 8	4 0 0	- - -	- - -	703 5 0	300 0 0	13 8 0	90 0 0	- - -	- - -	99 5 6	12 5 6	3 11 4	3,539 2 4
Roman Catholic, at Hammersmith	1,731 5 9	1 19 0	- - -	- - -	- - -	692 1 11	188 18 9	- - -	- - -	- - -	5 16 0	44 5 1	*1 8 6	1,565 19 0
Roman Catholic, at Liverpool (Mount Pleasant)	1,874 0 7	2 0 0	- - -	- - -	200 0 0	300 0 0	94 10 0	- - -	- - -	- - -	- - -	151 7 9	- - -	7,538 6 2
Total, England and Wales	59,000 0 0	341 10 2	926 3 2	996 12 1	8,286 10 1	10,537 9 6	4,741 17 9	149 0 0	35 0 0	10 0 0	230 0 6	1,002 3 1	626 13 3	87,099 3 3
Church of Scotland, at Edinburgh	3,268 3 1	- - -	- - -	- - -	- - -	320 0 0	496 0 0	- - -	- - -	- - -	- - -	224 0 0	12 8 0	4,551 0 1
Church of Scotland, at Glasgow	3,136 2 10	- - -	- - -	- - -	- - -	- - -	12 10 0	- - -	- - -	- - -	250 0 0	253 9 0	24 17 9	3,675 19 7
Free Church in Scotland, at Edinburgh	5,455 12 5	- - -	- - -	- - -	- - -	34 5 3	108 16 3	- - -	- - -	100 0 0	- - -	145 16 7	*91 16 11	4,124 7 5
Free Church in Scotland, at Glasgow	3,124 19 2	- - -	- - -	- - -	- - -	191 0 6	185 2 0	- - -	- - -	- - -	- - -	94 14 2	*45 16 19	3,370 12 2
Episcopal Church in Scotland, at Edinburgh (Lochrin House)	328 8 11	- - -	- - -	- - -	126 8 6	36 0 0	12 0 0*	- - -	- - -	- - -	- - -	3 6 3	0 3 11	787 4 7
Total, Scotland	15,312 18 5	- - -	- - -	- - -	126 8 6	582 5 9	814 17 3	- - -	- - -	100 0 0	250 0 0	719 17 6	185 8 3	16,509 14 10
Grand total	72,312 18 11	341 10 2	926 3 2	996 12 1	8,412 18 7	10,769 14 3	5,556 15 0	149 0 0	35 0 0	110 0 0	480 0 6	2,222 0 1	812 1 10	103,608 18 1

* From Practising School.

(continued)

(No. 3.)—Table showing the Income and Expenditure of Normal Schools, in the Year ending 31st December 1869—*continued.*

NORMAL SCHOOL.	EXPENDITURE (Amounts actually disbursed during the Year).																	
	1. Salaries of Teachers or Officers engaged in Discipline.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fuel and Lights.	8. Medical Attendance.	9. Furniture and Repairs.	10. Rent, Rates, Taxes, and Insurance.	11. Net Cost of Garden, Farm, &c.	12. Other Current Expenses.	13. Total Cost of Training.	14. Deduct proportionate Cost of Training of Students not fulfilling Art. 107.	15. Deduct Grants from Science and Art Department.	16. Certified Expenditure. (Art. 102 (a).)	Other Payments included in College Balance Sheets. 17. Net Cost of Practising School.	Other Payments included in College Balance Sheets. 18. Extraordinary Expenditure.	19. Total Expenditure of Colleges.
CHURCH OF ENGLAND.																		
NATIONAL SOCIETY'S, 41 — Cheltenham, *Male*	£ 1,245	s. 0	d. 0	£ 38	s. 11	d. 0	£ 32	s. 17	d. 10	£ 1,051	s. 10	d. 9	£ 10	s. 9	d. 10	£ 909	s. 13	d. 7	£ 102	s. 18	d. 5	£ 20	s. 3	d. 5	£ 222	s. 7	d. 9	£ 227	s. 9	d. 7	£ 227	s. 9	d. 7	£ 227	s. 9	d. 7

(No. 4.)

TABLE showing how much of the COST of a STUDENT in each NORMAL SCHOOL was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1869.

(No. 4.)

	NORMAL SCHOOL.	Number of Students.	ACTUAL AMOUNT OF EXPENDITURE UNDER THREE HEADS, AND IN THE AGGREGATE.						AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.				PER-CENTAGE OF TOTAL EXPENSE UNDER EACH OF THE THREE HEADS.		
			Tuition and other Expenses of Instruction. I.		Board, Fuel, and other Expenses of Keep. II.		Permanent Establishment Charges, &c. III.	Total.	I.	II.	III.	Total.	I.	II.	III.
			£ s. d.		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			
FOR MASTERS ONLY.	Bangor (British and Foreign School Society's)	33	673	16 1	633	12 11	143 13 11	1,451 2 11	20 8 5	19 4 0	4 7 1	43 19 6	46·43	43·67	9·9
	Battersea (National Society's)	80	1,592	19 7	2,328	14 3	835 12 7	4,777 6 5	19 18 3	29 2 2	10 13 11	59 14 4	33·35	48·74	17·91
	Borough Road (British and Foreign School Society's)	89	1,093	4 11	1,917	18 11	882 8 11	3,893 12 9	12 5 8	21 11 0	9 18 3	43 14 11	28·11	49·3	22·69
	Carmarthen (National Society's)	23	508	16 5	604	11 4	284 13 1	1,398 0 10	22 2 5	26 5 9	12 7 6	60 15 8	36·4	43·24	20·36
	Carnarvon (Church of England)	23	521	7 4	575	15 8	156 9 3	1,253 12 1	22 13 4	25 0 8	6 16 1	54 10 1	41·59	45·53	12·48
	Chelsea, St. Mark's (National Society's)	79	1,655	17 4	2,262	12 9	978 12 11	4,898 3 0	20 19 2	28 13 1	12 7 9	62 0 0	33·8	46·22	19·98
	Cheltenham (Church of England)	51	1,303	11 0	1,489	17 2	480 3 2	3,273 11 4	25 11 3	29 4 3	9 8 3	64 3 9	39·83	45·51	14·66
	Chester (Diocesan)	10	556	6 4	301	11 4	65 9 3	923 6 11	55 12 8	30 3 1	6 10 11	92 6 8	60·25	32·67	7·08
	Culham (Oxford Diocesan)	44	971	8 9	991	13 0	400 9 1	2,363 10 10	22 1 7	22 10 9	9 2 0	53 14 4	41·1	41·96	16·94
	Durham (Diocesan)	18	746	7 0	786	8 11	371 15 8	1,904 11 7	41 9 3	43 13 10	20 13 1	105 16 2	39·19	41·29	19·52
	Exeter (Diocesan)	18	511	5 9	576	4 0	251 15 9	1,339 5 6	28 8 1	32 0 3	13 19 9	74 8 1	38·18	43·02	18·8
	Hammersmith (Roman Catholic)	46	573	16 4	1,414	13 1	508 18 1	2,527 7 6	12 9 6	31 8 1	11 1 3	54 18 10	22·7	57·16	20·14
	Peterborough (Church of England)	35	585	12 5	1,354	3 10	416 5 5	2,356 1 8	16 14 8	38 13 10	11 17 10	67 6 4	24·86	57·48	17·66
	Saltley (Worcester Diocesan)	64	1,275	10 0	1,619	17 0	685 10 1	3,580 17 1	19 16 7	25 6 3	10 14 2	55 19 0	35·62	45·24	19·14
	Winchester (Diocesan)	32	470	1 2	968	5 9	140 18 0	1,579 4 11	14 13 10	30 5 2	4 8 0	49 7 0	29·77	61·32	8·91
	York (York and Ripon Diocesan)	29	717	10 7	1,001	0 10	189 18 7	1,908 10 0	24 14 10	34 10 4	6 11 0	65 16 2	37·6	52·45	9·95
		674						39,428 5 4			Average	58 10 0			
FOR MISTRESSES ONLY.	Bishop's Stortford (Rochester Diocesan)	55	731	11 7	1,114	17 11	434 13 9	2,281 3 3	13 6 0	20 5 5	7 18 1	41 9 6	32·07	48·88	19·05
	Brighton (Chichester Diocesan)	42	393	18 5	869	19 1	221 14 4	1,485 11 10	9 7 7	20 14 3	5 5 7	35 7 5	26·52	58·56	14·92
	Bristol (Gloucester and Bristol and Oxford Diocesan)	68	626	3 2	1,124	9 6	284 11 3	2,035 3 11	9 4 2	16 10 9	4 3 8	29 18 7	30·76	55·26	13·97
	Cheltenham (Church of England)	58	589	2 3	961	4 8	554 14 2	2,105 1 1	10 3 2	16 11 5	9 11 3	36 5 10	27·99	45·66	26·35
	Derby (Lichfield Diocesan)	42	532	1 9	762	3 9	232 12 3	1,526 17 9	12 13 5	18 2 11	5 10 9	36 7 1	34·85	49·92	15·23
	Durham (Diocesan)	33	484	19 8	655	1 10	323 13 2	1,263 14 8	14 13 11	19 17 1	3 14 11	38 5 11	38·37	51·85	9·78
	Edinburgh (Scottish Episcopal)	21	268	13 0	332	13 5	140 6 6	861 14 11	12 15 10	16 16 0	11 8 10	41 0 8	31·17	40·95	27·88
	Gray's Inn Road (Home and Colonial School Society's)	139	1,946	8 9	2,344	2 7	1235 15 10	5,526 7 2	14 0 1	18 6 1	7 9 0	39 15 2	35·22	46·04	18·74
	Lincoln (Diocesan)	40	312	6 6	822	17 8	271 4 3	1,606 8 6	12 16 2	20 11 6	6 15 7	40 3 3	31·89	51·23	16·88
	Liverpool (Roman Catholic)	65	533	13 9	1,177	19 11	281 7 5	2,593 1 1	8 4 2	18 2 6	13 11 2	39 17 10	20·58	45·43	33·99
	Norwich (Diocesan)	59	466	8 4	787	10 5	348 3 11	1,402 2 8	11 19 2	20 3 10	3 16 0	35 19 0	33·27	56·16	10·57
	Ripon (York and Ripon Diocesan)	54	742	0 2	902	17 3	205 8 7	1,850 6 0	13 14 10	16 14 5	3 16 1	34 5 4	40·11	48·79	11·1
	Salisbury (Diocesan)	49	600	2 0	940	5 1	224 4 4	1,764 11 5	12 4 11	19 3 10	4 11 6	36 0 3	34·01	53·29	12·7
	Stockwell (British and Foreign School Society's)	99	547	7 9	1,479	19 4	611 2 8	2,638 9 9	5 10 7	14 19 0	6 3 5	26 13 0	20·74	56·1	23·16
	Truro (Exeter Diocesan)	22	222	16 2	450	5 8	66 17 5	739 19 3	10 2 7	20 9 4	3 0 9	33 12 8	30·12	60·85	9·03
	Warrington (Chester Diocesan)	97	884	1 6	1,738	19 1	601 10 3	3,224 10 10	9 2 3	17 18 7	6 4 0	33 4 10	27·41	53·94	18·65
	Whitelands	103	1,295	0 1	1,785	9 1	921 19 10	4,002 9 0	12 11 6	17 6 8	8 19 0	38 17 2	32·36	44·61	23·03
		1,026						36,907 13 1			Average	35 19 5			
FOR BOTH MASTERS AND MISTRESSES.	Edinburgh (Church of Scotland)	112	1,499	12 11	2,487	10 5	513 3 8	4,500 7 0	13 7 10	22 4 3	4 11 7	40 3 8	33·32	55·27	11·41
	Edinburgh (Free Church)	126	1,660	18 0	2,543	14 8	233 15 6	4,438 8 2	13 3 8	20 3 9	1 17 1	35 4 6	37·43	57·31	5·26
	Glasgow (Church of Scotland)	107	1,389	13 8	2,275	14 3	308 18 10	3,974 6 9	12 19 9	21 5 4	2 17 9	37 2 10	34·96	57·26	7·78
	Glasgow (Free Church)	91	1,747	4 10	1,859	10 1	288 12 4	3,895 7 3	19 4 0	20 8 9	3 3 5	42 16 2	44·85	47·74	7·41
	Homerton (Congregational)	22	773	8 11	563	2 8	490 5 0	1,826 16 7	35 3 2	25 11 11	22 5 8	83 0 9	42·34	30·83	26·83
	Westminster (Wesleyan)	129	2,182	3 2	3,291	8 4	793 16 7	6,267 8 1	16 18 4	25 10 4	6 3 0	48 11 8	34·82	52·52	12·66
		587						24,902 13 10			Average	42 8 6			

(No. 5.)

(A.)—Summary of Results of Examination of Candidates for Admission into Normal Schools, at Christmas 1869.

Denomination.	Males.									Females.								
	Presented for Examination.			Passed.			Failed.			Presented for Examination.			Passed.			Failed.		
	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.
Church of England - -	296	131	427	90	276	366	22	39	61	498	136	634	183	369	552	46	36	82
Scottish Episcopal Church -	4	—	4	—	3	3	1	—	1	9	2	11	5	6	11	—	—	—
British, Wesleyan, and Undenominational.	121	60	181	85	87	172	3	6	9	92	49	141	49	71	120	7	14	21
Roman Catholic - -	23	13	36	5	29	34	1	1	2	53	6	59	17	25	42	16	1	17
Church of Scotland - -	58	17	75	35	33	68	—	7	7	51	36	87	44	33	77	—	10	10
Free Church (Scotland) -	40	29	69	30	25	55	2	12	14	41	59	100	33	48	81	3	16	19
Total - -	542	250	792	245	453	698	29	65	94	744	288	1,032	331	552	883	72	77	149

(B.)—Summary of Results of Examination of Students in Normal Schools at Christmas 1869.

ENGLAND AND WALES.

Males.

Normal School.	Second Year.						First Year.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bangor	19	—	2	17	—	—	12	3	5	4	—	—
Battersea	37	3	13	20	1	—	40	9	17	12	2	—
Borough Road	41	9	13	17	1	1	48	19	29	—	—	—
Carmarthen	4	—	1	2	1	—	9	—	3	6	—	—
Carnarvon	6	—	1	4	1	—	12	—	3	9	—	—
Chelsea	41	3	16	18	3	1	32	6	19	7	—	—
Cheltenham	30	3	14	13	—	—	19	2	10	7	—	—
Chester	10	—	—	6	4	—	—	—	—	—	—	—
Culham	8	3	3	2	—	—	18	2	5	10	1	—
Durham	11	—	1	8	1	1	6	—	3	3	—	—
Exeter	8	1	2	2	1	2	9	1	3	5	—	—
Hammersmith	21	2	7	10	1	1	17	2	9	5	1	—
Homerton	—	—	—	—	—	—	5	—	3	2	—	—
Peterborough	12	1	3	7	1	—	23	3	8	11	1	—
Saltley	20	1	9	9	—	1	43	6	17	19	1	—
Westminster	31	6	13	11	1	—	36	16	8	12	—	—
Winchester	14	1	2	10	—	1	17	1	7	9	—	—
York	13	—	5	8	—	—	14	3	5	6	—	—
Total	326	33	105	164	16	8	360	73	154	127	6	—

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1869—*continued.*

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bishop Stortford -	23	1	12	10	—	—	31	1	16	14	—	—
Brighton - - -	22	—	16	6	—	—	20	—	9	10	1	—
Bristol - - -	28	2	18	8	—	—	39	3	11	24	1	—
Cheltenham - -	29	6	19	4	—	—	28	6	10	12	—	—
Derby - - -	19	6	9	4	—	—	22	2	14	6	—	—
Durham - - -	17	—	15	2	—	—	16	—	4	12	—	—
Home and Colonial -	53	15	36	2	—	—	82	9	36	37	—	—
Homerton - - -	—	—	—	—	—	—	9	1	2	6	—	—
Lincoln - - -	18	3	14	1	—	—	21	8	8	5	—	—
Liverpool - - -	29	12	16	1	—	—	36	15	17	4	—	—
Norwich - - -	19	—	14	5	—	—	19	1	2	13	2	1
Ripon - - -	20	1	13	6	—	—	33	3	14	15	1	—
Salisbury - - -	16	4	12	—	—	—	32	10	13	9	—	—
Stockwell - - -	48	29	15	4	—	—	49	28	16	5	—	—
Truro - - -	8	—	8	—	—	—	11	2	4	4	1	—
Warrington - -	40	—	21	19	—	—	55	3	18	33	1	—
Westminster - -	20	14	6	—	—	—	40	13	15	12	—	—
Whitelands - -	51	8	38	5	—	—	51	4	30	17	—	—
Total - -	460	101	282	77	—	—	594	109	239	238	7	1

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1869—*continued.*

SCOTLAND.

MALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	28	2	8	18	—	—	30	8	13	9	—	—
Edinburgh (Free Church) -	22	4	9	8	—	1	19	5	11	3	—	—
Glasgow (Church of Scotland) -	26	3	17	6	—	—	24	4	14	5	—	1
Glasgow (Free Church) - -	18	4	7	7	—	—	9	—	1	8	—	—
Total - -	94	13	41	39	—	1	82	17	39	25	—	1

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	24	13	11	—	—	—	26	10	11	5	—	—
Edinburgh (Episcopal Church) -	12	10	2	—	—	—	9	—	5	4	—	—
Edinburgh (Free Church) -	32	21	11	—	—	—	50	26	18	6	—	—
Glasgow (Church of Scotland) -	29	15	14	—	—	—	26	15	9	2	—	—
Glasgow (Free Church) - -	24	12	7	5	—	—	37	11	18	8	—	—
Total - -	121	71	45	5	—	—	148	62	61	25	—	—

(No. 6.)

Tabulated Results of Examination, Christmas 1869.

Per-centage of Candidates examined who obtained Marks of Excellent, Good, or Fair.

Male Students of the Second Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	19	—	—	—	—	—	21·05	5·26	42·10	—	5·26	42·10	26·31	—	5·26	—	—
Battersea	37	75·67	24·33	10·81	54·05	—	10·81	8·11	67·57	2·70	21·62	—	51·35	—	37·83	—	67·57
Borough Road	41	—	—	—	—	2·44	7·32	2·44	58·53	—	14·63	19·51	63·41	—	2·44	—	17·07
Carmarthen	4	—	100·00	—	—	—	—	25·00	25·00	—	25·00	—	—	—	—	—	—
Carnarvon	6	—	83·33	—	16·66	—	16·66	—	33·33	—	16·66	33·33	33·33	—	—	—	—
Chelsea	41	31·71	68·29	—	29·27	—	9·76	12·19	58·53	—	4·88	4·88	68·29	—	14·63	—	—
Cheltenham	30	60·00	40·00	3·33	40·00	3·33	16·66	13·33	73·33	6·66	36·66	—	46·66	3·33	13·33	—	14·63
Chester	10	—	90·00	—	—	—	—	—	30·00	—	—	—	30·00	—	10·00	—	30·00
Culham	8	100·00	—	37·50	37·50	—	12·50	12·50	62·50	—	50·00	12·50	75·00	—	37·50	12·50	75·00
Durham	11	—	90·90	—	27·27	—	—	9·09	36·36	—	9·09	—	63·63	—	9·09	—	9·09
Edinburgh (Church of Scotland)	28	17·85	78·57	25·00	60·71	—	7·14	7·14	71·43	—	17·85	14·29	57·14	—	7·14	—	10·71
" (Free Church)	22	27·27	72·72	63·63	36·36	—	—	9·09	45·45	—	22·73	9·09	36·36	—	13·63	—	40·90
Exeter	8	75·00	25·00	12·50	25·00	—	—	—	50·00	—	12·50	—	37·50	—	25·00	—	25·00
Glasgow (Church of Scotland)	26	30·77	65·38	76·92	23·08	—	—	7·69	69·23	—	11·53	15·38	34·61	—	15·38	—	—
" (Free Church)	18	5·55	94·44	82·34	17·65	—	5·55	5·55	77·77	—	27·77	5·55	55·55	—	16·66	—	9·52
Hammersmith	21	—	—	—	—	—	14·28	9·52	61·90	—	4·76	9·52	61·90	—	4·76	—	—
Homerton	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Peterborough	12	58·33	41·66	—	33·33	—	8·33	8·33	41·66	—	16·66	—	83·33	—	—	—	25·00
Saltley	20	60·00	40·00	5·00	30·00	10·00	10·00	10·00	60·00	—	5·00	5·00	70·00	—	20·00	—	45·00
Westminster	31	—	—	—	—	—	19·35	12·90	77·42	—	38·71	12·90	54·84	—	6·46	—	—
Winchester	14	21·43	64·28	—	35·72	—	—	7·14	57·14	—	7·14	—	85·71	—	14·29	—	7·14
York	13	15·38	69·23	—	15·38	—	—	—	38·46	—	—	—	53·84	—	7·69	—	7·69
Average per-centage	—	37·98	59·09	21·10	33·76	·95	8·81	8·09	59·76	·71	16·90	·9·28	54·52	·23	13·09	·23	20·00

Tabulated Results of Examination, Christmas 1869—*Male Students of the Second Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Euclid.		Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	19	—	31·58	26·31	73·68	57·89	15·79	10·53	84·21	5·26	52·63	—	42·10	68·42	26·31	5·26	52·63
Battersea	37	2·70	97·29	16·22	64·86	97·29	2·70	24·33	75·67	5·40	45·94	24·33	75·67	32·44	13·51	10·81	59·46
Borough Road	41	—	73·17	78·05	21·95	85·36	9·76	—	78·05	9·76	39·02	2·44	87·80	39·02	24·39	63·41	36·58
Carmarthen	4	—	100·00	25·00	75·00	100·00	—	25·00	75·00	—	75·00	—	100·00	50·00	—	—	100·00
Carnarvon	6	—	33·33	33·33	50·00	66·66	33·33	—	100·00	—	33·33	—	66·66	50·00	33·33	66·66	33·33
Chelsea	41	—	68·29	48·78	48·78	92·68	4·88	34·15	65·85	2·44	36·58	2·44	73·17	24·39	21·95	43·90	43·90
Cheltenham	30	—	86·66	23·33	66·66	93·33	3·33	13·33	76·66	6·66	53·33	3·33	90·00	13·33	46·66	13·33	86·66
Chester	10	—	10·00	10·00	60·00	100·00	—	30·00	70·00	—	30·00	—	30·00	25·00	25·00	—	100·00
Culham	8	—	100·00	—	87·50	100·00	—	12·50	87·50	12·50	37·50	12·50	87·50	50·00	37·50	25·00	50·00
Durham	11	—	36·36	—	63·63	90·90	—	—	81·81	—	18·18	9·09	72·72	9·09	18·18	9·09	81·81
Edinburgh (Church of Scotland)	28	7·14	92·14	96·43	3·57	85·71	10·71	28·57	71·43	3·57	25·00	—	46·43	30·00	30·00	82·14	17·85
„ (Free Church)	22	36·36	63·63	100·00	—	100·00	—	9·09	90·90	13·63	40·90	9·09	90·90	4·54	18·18	81·81	18·18
Exeter	8	—	25·00	25·00	75·00	87·50	12·50	12·50	62·50	12·50	37·50	25·00	62·50	25·00	12·50	12·50	87·50
Glasgow (Church of Scotland)	26	3·84	92·30	76·92	23·08	100·00	—	11·53	88·46	3·84	69·23	—	73·07	44·00	28·00	61·53	38·46
„ (Free Church)	18	11·11	88·88	77·77	22·22	94·44	5·55	—	100·00	—	55·55	5·55	77·77	60·00	13·33	72·22	27·77
Hammersmith	21	14·28	71·43	38·09	61·90	85·71	9·52	19·04	80·95	4·76	28·56	—	76·19	31·58	15·79	66·66	33·33
Homerton	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Peterborough	12	—	41·66	50·00	50·00	100·00	—	—	91·66	8·33	25·00	8·33	83·33	16·66	33·33	25·00	58·33
Saltley	20	—	60·00	70·00	30·00	95·00	—	—	95·00	5·00	50·00	15·00	80·00	20·00	25·00	15·00	80·00
Westminster	31	3·23	70·97	77·42	22·58	93·54	6·46	6·46	70·97	3·23	32·26	3·23	83·27	45·16	25·80	64·52	35·48
Winchester	14	—	21·43	35·72	50·00	100·00	—	7·14	92·85	—	21·43	7·14	71·42	21·43	14·29	21·43	78·56
York	13	—	23·07	53·84	46·15	84·61	—	30·77	61·53	—	23·07	—	76·92	38·46	30·77	—	92·30
Average per-centage	—	4·28	67·62	53·09	41·60	91·19	5·23	14·04	79·52	5·00	40·47	5·95	74·76	32·17	24·25	41·42	51·19

Tabulated Results of Examination, Christmas 1869—*continued.*

Male Students of the First Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	12	—	—	—	—	—	—	91·66	8·33	—	25·00	41·66	25·00	—	33·33	—	33·33
Battersea	40	—	47·50	20·00	67·50	—	10·00	92·50	7·50	—	40·00	25·00	25·00	2·50	77·50	2·50	72·50
Borough Road	48	—	—	—	—	—	6·25	89·58	10·42	—	33·33	18·75	45·83	29·17	56·25	4·17	58·33
Carmarthen	9	—	11·11	—	77·77	—	—	88·88	11·11	—	33·33	22·22	55·55	—	66·66	—	33·33
Carnarvon	12	—	8·33	—	33·33	—	—	58·33	41·66	—	—	16·66	25·00	—	8·33	—	8·33
Chelsea	32	—	25·00	6·25	53·12	—	3·12	93·75	6·25	—	37·50	15·62	50·00	3·12	84·38	—	71·87
Cheltenham	19	—	15·79	15·79	63·16	—	10·53	94·74	5·26	—	21·05	5·26	36·84	21·05	73·68	—	73·68
Chester	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Culham	18	—	11·11	33·33	50·00	—	5·55	88·88	11·11	5·55	33·33	5·55	33·33	16·66	66·66	—	50·00
Durham	6	—	—	—	83·33	—	16·66	100·00	—	—	33·33	33·33	33·33	16·66	83·33	—	16·66
Edinburgh (Church of Scotland)	30	3·33	80·00	23·33	50·00	—	3·33	93·33	6·66	3·33	23·33	3·33	46·66	—	70·00	—	60·00
„ (Free Church)	19	26·31	73·68	26·31	73·68	—	—	94·74	5·26	5·26	68·42	21·05	21·05	—	84·21	—	84·21
Exeter	9	—	22·22	22·22	44·44	—	—	100·00	—	11·11	11·11	11·11	33·33	—	88·88	—	55·55
Glasgow (Church of Scotland)	24	4·16	91·66	25·00	50·00	—	—	95·83	4·16	—	50·00	4·16	16·66	—	79·16	—	62·50
„ (Free Church)	9	—	100·00	11·11	66·66	—	—	100·00	—	—	11·11	—	11·11	—	77·77	—	55·55
Hammersmith	17	—	—	—	—	5·88	—	88·22	11·76	—	11·76	—	41·17	—	70·58	—	82·34
Homerton	5	—	—	—	—	—	—	80·00	20·00	—	40·00	20·00	60·00	—	60·00	—	40·00
Peterborough	23	—	8·70	8·70	39·13	—	—	78·26	21·74	—	13·04	4·35	43·48	4·35	86·96	—	52·17
Saltley	43	2·33	11·63	13·95	58·14	—	4·65	86·05	13·95	2·33	6·98	20·93	65·12	9·30	62·79	—	53·49
Westminster	36	—	—	—	—	2·77	22·22	94·44	5·55	13·88	36·11	41·66	36·11	13·88	66·66	2·77	61·11
Winchester	17	—	11·76	35·29	29·41	—	17·65	94·11	5·88	—	35·29	11·76	47·05	11·76	64·70	—	29·41
York	14	—	14·29	—	57·14	—	—	100·00	—	—	21·43	28·57	64·28	14·29	71·42	—	7·14
Average per-centage	—	2·46	35·80	16·66	55·24	·45	5·88	90·72	9·27	2·26	28·95	17·19	40·27	8·59	69·00	·90	56·56

Tabulated Results of Examination, Christmas 1869—*Male Students of the First Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Euclid.		Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	12	—	41·66	16·66	83·33	33·33	25·00	16·66	75·00	41·66	50·00	—	—	50·00	33·33
Battersea	40	7·50	85·00	20·00	55·00	55·00	32·50	27·50	72·50	22·50	45·00	2·50	37·50	15·00	30·00
Borough Road	48	4·17	54·17	70·83	29·17	45·83	27·08	14·58	85·42	33·33	52·08	4·17	22·92	35·42	33·33
Carmarthen	9	11·11	77·77	22·22	77·77	22·22	33·33	44·44	55·55	22·22	22·22	—	11·11	28·57	28·57
Carnarvon	12	—	50·00	41·66	58·33	16·66	25·00	33·33	66·66	—	33·33	—	8·33	25·00	41·66
Chelsea	32	—	84·38	68·75	31·25	84·38	15·62	28·13	71·87	12·50	56·25	6·25	18·75	12·50	34·37
Cheltenham	19	10·53	84·21	—	94·74	63·16	21·05	42·10	57·89	31·58	52·63	5·26	31·58	15·79	15·79
Chester	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Culham	18	5·55	88·88	—	55·55	22·22	50·00	44·44	55·55	27·77	33·33	—	33·33	5·55	27·77
Durham	6	—	66·66	—	83·33	66·66	33·33	16·66	83·33	—	83·33	—	33·33	—	16·66
Edinburgh (Church of Scotland)	30	16·66	73·33	90·00	10·00	60·00	26·66	23·33	76·66	20·00	60·00	—	20·00	14·81	37·03
„ (Free Church)	19	21·05	68·42	84·21	15·79	68·42	21·05	5·26	94·74	5·26	78·95	5·26	31·58	6·25	18·75
Exeter	9	11·11	77·77	22·22	66·66	66·66	22·22	11·11	88·88	—	55·55	—	11·11	11·11	44·44
Glasgow (Church of Scotland)	24	16·66	58·33	66·66	33·33	54·16	20·83	54·16	45·83	16·66	58·33	4·16	12·50	16·66	45·83
„ (Free Church)	9	11·11	77·77	22·22	55·55	33·33	66·66	22·22	77·77	11·11	55·55	—	—	20·00	20·00
Hammersmith	17	17·65	64·70	11·76	88·22	52·94	17·65	58·82	41·17	—	64·70	—	35·29	11·76	17·65
Homerton	5	—	—	60·00	40·00	100·00	—	40·00	60·00	—	40·00	—	—	40·00	—
Peterborough	23	—	73·92	43·48	43·48	21·74	13·04	13·04	86·96	8·70	65·22	4·35	26·09	4·35	26·09
Saltley	43	13·95	69·77	41·86	55·81	37·21	18·60	32·56	67·44	16·28	48·84	—	6·98	2·33	32·56
Westminster	36	—	30·55	33·33	66·66	52·77	16·66	—	97·22	27·77	50·00	2·77	25·00	13·88	38·88
Winchester	17	5·88	88·22	—	94·11	64·70	11·76	5·88	94·11	11·76	52·94	—	11·76	5·88	23·53
York	14	—	100·00	78·56	21·43	42·85	21·43	35·72	64·28	7·14	28·57	—	14·29	—	42·85
Average per-centage	—	7·69	68·32	43·43	50·22	50·45	23·75	25·56	73·98	18·32	52·26	2·26	20·13	15·04	31·24

Tabulated Results of Examination, Christmas 1869—*continued.*

Female Students of the Second Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	23	17·39	82·61	34·78	65·22	21·74	56·52	47·83	52·17	—	65·22	—	100·00	4·35	56·52	26·09	26·09
Brighton	22	31·82	68·18	22·73	77·27	13·63	45·45	40·90	54·54	—	100·00	—	100·00	18·18	40·90	13·63	72·72
Bristol	28	53·57	46·43	25·00	71·43	35·71	32·14	28·57	71·43	—	75·00	3·57	96·43	25·00	67·85	3·57	42·85
Cheltenham	29	48·28	51·72	44·83	51·72	75·86	17·24	37·93	62·06	—	93·10	17·24	82·75	13·79	51·72	6·90	62·06
Derby	19	36·84	63·1	5·26	84·21	36·84	42·10	63·16	36·84	—	84·21	31·58	68·42	10·53	73·68	5·26	52·63
Durham	17	11·76	88·2	5·88	76·46	—	29·41	17·65	82·34	—	88·22	—	100·00	—	88·22	—	76·46
Edinburgh (Church of Scotland)	24	16·66	83·3	37·50	58·33	20·83	25·00	66·66	33·33	4·16	87·50	16·66	83·33	—	50·00	45·83	50·00
„ (Episcopal Church)	12	66·66	33·33	50·00	50·00	33·33	41·66	91·66	8·33	—	100·00	16·66	83·33	25·00	75·00	50.00	50·00
„ (Free Church)	32	53·12	46·88	100·00	—	12·90	22·58	68·75	31·25	—	93·75	3·12	96·88	9·38	78·13	62·50	37·50
Glasgow (Church of Scotland)	29	13·79	58·62	68·97	31·03	25·00	32·14	31·03	68·97	—	79·31	—	100·00	6·90	48·28	13·79	68·97
„ (Free Church)	24	33·33	54·16	79·16	20·83	16·66	37·50	62·50	37·50	—	91·66	8·33	91·66	8·83	50·00	70·83	25·00
Home and Colonial	53	52·83	47·17	5·66	81·13	20·75	56·60	54·72	45·28	1·89	64·15	13·21	86·79	9·43	69·81	11·32	49·06
Homerton	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Lincoln	18	66·66	33·33	—	94·44	—	33·33	44·44	55·55	—	100·00	16·66	83·33	5·55	55·55	5·55	22·22
Liverpool	29	—	—	—	—	24·14	34·48	37·93	62·06	—	96·55	13·79	86·21	62·06	34·48	44·83	48·28
Norwich	19	68·42	31·58	31·58	57·89	5·26	42·10	10·53	84·21	—	89·47	15·79	84·21	15·79	63·16	—	57·89
Ripon	20	15·00	80·00	5·00	90·00	15·00	20·00	45·00	50·00	—	80·00	5·00	95·00	—	60·00	5·00	35·00
Salisbury	16	68·75	31·25	6·25	87·50	6·25	50·00	43·75	50·00	—	87·50	12·50	87·50	56·25	37·50	68·75	12·50
Stockwell	48	—	—	—	—	12·50	27·08	47·92	52·08	—	97·92	16·66	83·33	47·92	43·75	20·83	54·17
Truro	8	37·50	62·50	—	100·00	25·00	25·00	62·50	37·50	—	100·00	25·00	75·00	25·00	37·50	—	37·50
Warrington	40	70·00	30·00	15·00	82·50	12·82	38·46	40·00	60·00	—	92·50	—	100·00	27·50	55·00	12·50	62·50
Westminster	20	—	—	—	—	30·00	40·00	50·00	50·00	—	95·00	15·00	85·00	20·00	50·00	10·00	60·00
Whitelands	51	84·31	15·69	11·76	82·35	7·84	41·18	50·98	49·02	3·92	92·16	9·80	90·20	47·06	50·98	15·69	58·82
Average per-centage	—	47·72	49·79	29·75	65·28	20·13	36·31	46·98	52·32	·68	87·60	10·15	89·84	22·03	56·11	22·03	50·08

Tabulated Results of Examination, Christmas 1869—*Female Students of the Second Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Needlework.		Domestic Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	23	—	8·70	47·83	39·13	86·96	4·35	34·78	65·22	8·70	78·26	52·17	47·83	—	13·04	34·78	47·83
Brighton	22	—	36·36	27·27	50·00	90·90	9·09	36·36	63·63	63·63	31·82	40·90	54·54	—	9·09	13·63	63·63
Bristol	28	—	14·29	28·57	46·43	89·28	3·57	42·85	53·57	28·57	50·00	60·71	39·28	—	8·00	57·14	35·71
Cheltenham	29	—	58·62	58·62	24·14	89·65	6·90	31·03	68·97	27·59	41·38	65·51	34·48	—	14·29	34·48	48·28
Derby	19	—	47·37	57·89	21·05	89·47	—	68·42	31·58	15·79	65·16	68·42	26·31	5·26	21·05	47·37	31·58
Durham	17	—	17·65	41·17	41·17	88·22	5·88	41·17	58·82	100·00	—	82·34	17·65	—	—	47·05	35·29
Edinburgh (Church of Scotland)	24	45·83	54·16	95·83	4·16	87·50	12·50	87·50	12·50	37·50	62·50	33·33	62·50	11·76	17·65	87·50	12·50
„ (Episcopal Church)	12	—	83·33	100·00	—	83·33	—	16·66	83·33	—	75·00	100·00	—	—	16·66	91·66	8·33
„ (Free Church)	32	18·75	81·25	100·00	—	84·38	9·38	62·50	37·50	43·75	53·12	53·12	43·75	3·12	12·50	93·75	6·25
Glasgow (Church of Scotland)	29	17·24	75·86	100·00	—	86·21	6·90	82·75	17·24	20·69	75·86	58·62	41·38	3·70	25·93	82·75	17·24
„ (Free Church)	24	20·83	70·83	83·33	16·66	87·50	12·50	62·50	37·50	50·00	41·66	66·66	33·33	12·50	12·50	62·50	37·50
Home and Colonial	53	—	26·42	64·15	28·30	98·12	1·89	26·42	71·70	88·68	11·32	92·45	5·66	3·85	19·23	58·49	32·08
Homerton	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Lincoln	18	—	66·66	50·00	33·33	55·55	27·77	16·66	83·33	77·77	22·22	83·33	16·66	5·55	11·11	50·00	38·88
Liverpool	29	—	82·75	41·38	58·62	82·75	13·79	100·00	—	55·17	44·83	96·55	3·45	—	4·35	58·62	41·38
Norwich	19	5·26	15·79	31·58	47·37	94·74	—	26·31	73·68	47·37	47·37	57·89	31·58	—	5·26	42·10	36·84
Ripon	20	—	45·00	45·00	35·00	90·00	10·00	20·00	80·00	35·00	50·00	80·00	20·00	5·00	25·00	40·00	45·00
Salisbury	16	—	68·75	56·25	43·75	81·25	18·75	56·25	43·75	75·00	25·00	87·50	12·50	—	25·00	56·25	37·50
Stockwell	48	56·25	37·50	83·33	12·50	89·58	8·33	85·42	14·58	31·25	52·08	85·42	14·58	8·33	25·00	66·66	31·25
Truro	8	12·50	62·50	50·00	37·50	100·00	—	50·00	50·00	50·00	50·00	25·00	62·50	—	12·50	37·50	50·00
Warrington	40	—	27·50	32·50	45·00	85·00	10·00	20·00	80·00	10·00	55·00	50·00	47·50	—	12·12	30·00	40·00
Westminster	20	55·00	45·00	75·00	25·00	75·00	15·00	90·00	10·00	50·00	50·00	85·00	15·00	—	25·00	65·00	35·00
Whitelands	51	3·92	54·90	70·59	23·53	92·16	3·92	33·33	66·66	50·98	47·06	64·71	35·30	2·00	10·00	43·14	37·26
Average per-centage	—	11·87	47·33	62·47	27·71	87·60	7·91	50·08	49·56	44·23	45·95	68·84	29·60	3·07	15·19	55·00	34·42

Tabulated Results of Examination, Christmas 1869—*continued.*

Female Students of the First Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	31	—	87·09	6·46	48·38	19·35	32·26	22·58	77·42	16·12	61·29	6·46	93·54	—	—	9·68	51·62
Brighton	20	—	70·00	—	45·00	5·00	40·00	15·00	80·00	—	45·00	—	100·00	—	5·00	—	15·00
Bristol	39	—	64·10	—	53·85	17·95	38·46	23·07	64·10	5·13	46·15	2·56	87·17	—	5·13	2·56	12·82
Cheltenham	28	—	85·71	3·57	28·57	46·43	46·43	10·71	85·71	3·57	71·43	—	100·00	—	—	—	21·43
Derby	22	—	86·36	—	50·00	22·73	59·09	18·18	81·81	4·54	45·45	13·63	86·36	—	22·73	—	18·18
Durham	16	—	37·00	—	37·00	—	6·25	6·25	68·75	6·25	43·75	6·25	93·75	—	12·50	—	25·00
Edinburgh (Church of Scotland)	26	3·84	73·07	84·61	15·38	15·38	42·31	23·08	73·07	23·08	73·07	7·69	88·46	—	11·53	—	11·53
„ (Episcopal Church)	9	—	88·88	—	77·77	11·11	44·44	—	88·88	—	66·66	—	100·00	—	—	—	11·11
„ (Free Church)	50	10·00	80·00	78·00	22·00	10·00	30·00	12·00	86·00	26·00	60·00	6·00	92·00	2·00	52·00	6·00	58·00
Glasgow (Church of Scotland)	26	—	84·61	42·31	57·69	15·38	34·61	30·77	57·69	23·08	53·85	3·84	92·30	—	34·61	—	26·92
„ (Free Church)	37	2·70	64·86	38·88	50·00	8·11	18·92	2·70	81·08	16·22	67·57	2·70	97·29	—	18·92	—	18·92
Home and Colonial	82	—	74·39	1·21	31·70	34·56	18·51	41·46	57·31	10·97	62·19	9·75	89·02	—	10·97	1·21	24·39
Homerton	9	—	—	—	—	—	—	—	100·00	22·22	44·44	—	100·00	—	—	—	—
Lincoln	21	9·52	85·71	—	52·39	—	10·00	10·00	85·00	9·52	42·86	9·52	90·47	—	38·09	—	42·86
Liverpool	36	—	—	—	—	22·22	25·00	25·00	66·66	50·00	50·00	11·11	88·88	—	52·77	8·33	58·33
Norwich	19	—	78·95	—	15·79	10·53	10·53	—	84·21	—	42·10	—	100·00	—	5·26	—	10·53
Ripon	33	—	87·87	3·03	66·66	12·12	18·18	21·21	60·60	3·03	63·63	9·09	90·90	—	33·33	3·03	27·27
Salisbury	32	—	90·62	6·25	65·62	21·88	37·50	25·00	65·62	15·62	65·62	6·25	90·62	—	25·00	—	37·50
Stockwell	49	—	—	—	—	4·17	20·83	12·24	83·67	40·81	59·18	2·04	97·96	10·20	63·26	—	57·14
Truro	11	—	72·72	—	36·36	9·09	27·27	18·18	72·72	27·27	36·36	18·18	81·81	—	27·27	—	9·09
Warrington	55	—	80·00	—	29·09	10·90	23·63	18·18	74·54	30·90	56·36	5·45	90·09	—	29·09	—	25·45
Westminster	40	—	—	—	—	25·64	30·77	15·00	77·50	15·00	67·50	5·00	95·00	—	12·50	2·50	30·00
Whitelands	51	15·69	84·31	3·92	62·75	15·69	37·26	19·61	74·51	9·80	64·71	3·92	96·08	5·88	45·10	—	39·22
Average per-centage	—	2·79	78·12	15·62	42·76	16·84	28·16	19·13	73·58	17·38	58·35	5·79	88·00	1·21	25·47	1·75	31·40

Tabulated Results of Examination, Christmas 1869—*Female Students of the First Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Needlework.		Domestic Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	31	3·23	96·77	74·19	25·80	77·42	3·23	12·90	51·62	19·35	54·84	61·29	35·48	—	22·58
Brighton	20	—	80·00	30·00	35·00	75·00	20·00	25·00	65·00	55·00	30·00	85·00	15·00	—	5·00
Bristol	39	2·56	97·43	43·59	41·02	71·79	10·25	15·38	64·10	17·95	58·97	82·04	17·95	*	29·03
Cheltenham	28	—	100·00	35·71	42·85	64·29	28·57	28·57	60·71	35·71	46·43	82·14	17·85	3·84	30·77
Derby	22	4·54	95·45	63·63	18·18	90·90	4·54	27·27	63·63	40·90	36·36	72·72	27·27	—	13·63
Durham	16	—	100·00	37·00	31·25	56·25	18·75	25·00	50·00	18·75	68·75	68·75	31·25	—	12·50
Edinburgh (Church of Scotland)	26	15·38	84·61	96·15	3·84	88·46	7·69	69·23	30·77	15·38	46·15	92·30	7·69	12·00	52·00
„ (Episcopal Church)	9	—	100·00	100·00	—	66·66	—	—	88·00	—	—	55·55	44·44	11·11	22·22
„ (Free Church)	50	8·00	92·00	100·00	—	68·00	12·00	68·00	32·00	28·00	44·00	82·00	16·00	2·00	28·00
Glasgow (Church of Scotland)	26	38·46	61·53	88·46	11·53	80·77	7·69	84·61	15·38	57·69	38·46	92·30	7·69	3·84	26·92
„ (Free Church)	37	35·14	64·86	75·67	21·62	75·67	13·51	72·97	27·03	58·33	33·33	72·97	27·03	4·00	20·00
Home and Colonial	82	1·21	95·12	47·56	30·48	87·80	8·53	15·85	63·41	31·70	42·67	69·51	30·48	1·21	18·29
Homerton	9	—	44·44	66·66	33·33	44·44	55·55	22·22	55·55	—	88·88	77·77	22·22	—	33·33
Lincoln	21	52·39	47·61	61·90	33·33	85·71	9·52	38·09	47·61	52·39	42·86	66·66	33·33	—	28·56
Liverpool	36	—	100·00	47·22	52·77	72·22	2·77	100·00	—	47·22	44·44	94·44	5·55	2·86	—
Norwich	19	5·26	94·74	26·31	36·84	52·63	21·05	—	42·10	—	42·10	78·95	21·05	—	5·26
Ripon	33	6·06	93·93	36·36	36·36	72·72	18·18	6·06	66·66	21·21	36·36	81·81	18·18	—	27·27
Salisbury	32	—	100·00	53·12	31·25	71·87	9·38	34·37	59·38	56·25	31·25	93·75	6·25	—	41·94
Stockwell	49	22·44	75·51	69·39	30·61	79·59	12·24	71·43	28·57	42·85	38·77	87·75	12·24	6·12	22·44
Truro	11	36·36	63·63	9·09	36·36	45·45	36·36	9·09	63·63	45·45	45·45	90·90	9·09	—	9·09
Warrington	55	1·81	90·90	23·63	38·18	78·18	12·72	16·36	61·81	16·36	36·36	78·18	21·81	7·54	37·74
Westminster	40	27·50	55·00	30·00	70·00	70·00	17·50	65·00	32·50	50·00	40·00	82·50	15·00	2·50	15·00
Whitelands	51	3·92	92·16	47·06	43·14	90·20	5·88	41·18	41·18	23·53	49·02	94·12	5·88	1·96	17·65
Average per-centage	—	10·51	85·98	54·44	31·94	76·01	12·26	40·16	46·36	33·15	42·72	80·86	18·73	2·65	23·07

REPORT, *for the Year* 1869, *by Her Majesty's Inspector,* the Rev. B. MORGAN COWIE, B.D., late Fellow of St. John's College, Cambridge, *on the* CHURCH OF ENGLAND NORMAL SCHOOLS *for* SCHOOLMASTERS.

MY LORDS,

THE Royal Commission of Inquiry into Primary Education in Ireland not having yet concluded its labours, I have been unable to complete my reports on the separate colleges where national schoolmasters are in training. I have, however, visited in the course of last year all the colleges which are referred to me for inspection and examination, my colleagues kindly taking the larger share of the duties of examination.

Increase in supply of candidates.

In most cases there was a brightening prospect of future usefulness; the number of candidates for admission is increasing, and if we can secure a larger number of candidates than will fill the colleges, we shall be able to raise the standard of examination for admission, and improve the quality of our national school teachers.

—	1867.	1868.	1869.
No. of vacancies in Church of England Normal Schools for masters.	479	515	600
No. of candidates for admission at Christmas -	265	312	427
No. of successful candidates - - -	224	247	366

Necessity of a large supply.

The great attention bestowed on the education question during the year 1869, and up to the present time, has been directed to preliminary questions of great moment, but little heed has been given to the question of preparing teachers. It will be easy comparatively to build some thousands of new schools at the expense of the rate-payers, but not so easy to secure efficient or skilful teachers to make these schools of use to the children who frequent them; and whatever measures be adopted to increase the teaching staff of the country, they cannot immediately produce schoolmasters or schoolmistresses who are qualified by personal ability to do their duty efficiently. Still less can any sudden call for such teachers bring forward many who have had experience. Method of teaching is recognized by all who have studied the subject as of the highest possible importance, and this must be learned by special study and much practice. The prosperity of our normal schools is essential to any real progress in national education, and to make them prosperous we must fill them

first of all with suitable candidates, and then from time to time review our system of training to adapt it to the needs of the country.

Evils complained of in present system.

On this subject I subjoin a memorandum which was given me by the Principal of St. Mark's College, on which I consulted most of the Principals of other colleges; and I have added remarks on each paragraph founded on what I gathered in the course of my tour of inspection during the autumn of 1869, and on other considerations.

My engagement on the Irish Inquiry has not left me sufficient time to enter fully into all the details, but the importance of the subject will probably induce the Principals of the normal colleges to consider the points proposed for discussion, and enable them to meet me at the inspections of 1870, with fully matured opinions on the subject.

"National Society's Training Institution for Schoolmasters,
" St. Mark's College, Chelsea, S.W.,
" September 9, 1869.

Memorandum.

"1. The *supply of candidates* for admission, and their *qualifications*, are both defective. At Christmas last there were vacancies in this college for 60 students; only 46 candidates appeared, and of these 10, having been pupil-teachers, failed.

"2. The *attainments* of some of those who passed the examination were miserably low and poor, and it appears certain that pupil-teachers will not receive due instruction until their masters are again paid for teaching them.

"3. *The number of candidates* for admission into normal colleges has been directly diminished by some of the provisions of the Revised Code. Articles 91, 132, 133, offer a direct premium to ex-pupil-teachers to shun the colleges, and the matter has been made worse by the admission of such persons to a certificate upon easier conditions than are imposed upon those trained in a normal college, and by placing assistants (Art. 91) that are untrained and uncertificated upon the same footing (Art. 50–56) as teachers that are both trained and certificated.

"4. The engagement, moreover, *to serve for life* as a national schoolmaster, demanded from those who seek admission into the colleges, is a further barrier. It would be wiser to make the engagement legally binding for a short time, as is done, I believe, in the case of army schoolmasters. In France the period of engagement is for 10 years.

"5. The *mode of payment to normal colleges* does not work satisfactorily (Art. 98), inasmuch as all risk is entirely thrown upon the colleges, but the great objection to the system lies in the fact that it places the authorities of the colleges at the mercy of the least deserving of their pupils, who, knowing that the grant depends upon their acceptance of service in schools under Government inspection, sometimes decline the situations offered to them by the Principals of the colleges with the view of forcing the latter to procure situations for them on their own terms, which are not unfrequently utterly unreasonable.

"6. *The syllabus of study* seems to require revision, and should be moulded by the hand of some one determined to reduce the chances of mere 'cram' to a minimum.

"At present the examination questions upon religious knowledge, English history, commercial geography, and economy are those which

most flagrantly encourage 'cram.' Could not much less be required in some or all of these subjects, and much more be demanded in some of the departments of physical science, applied mathematics, and languages? I feel quite sure that physical geography and the *analysis of sentences* should be placed in the first year's course, and that a knowledge of school management should *not* be required from candidates for admission.

"7. Greater confidence in the results of the examination would be felt if the names of the examiners who set, and who examine the papers, were published, as is done in the case of almost all other public examinations. Among the questions proposed at last Christmas examinations it would be easy to note a few which would probably never have been proposed, if the examiner had known that his name would be printed at the head of the paper. And it is more than suspected that sufficient time is not allowed to the examiners to enable them to do full justice to the answers of the written portion of the examination.

"8. With regard to the tests applied for ascertaining the proficiency of students in the art of teaching, and practice of vocal music, there is great room for improvement, the latter, especially, can probably never be duly tested till a thoroughly qualified professional inspector be appointed to visit the colleges.

"9. *The supply of trained teachers at one season of the year only* is a cause of great inconvenience to students and school-managers. The former cannot always obtain situations when they are ready for them, and the latter have great difficulty in obtaining teachers between the months of April and December. This inconvenience might be obviated were the colleges divided into two groups, of which one should be examined at Midsummer, the other at Christmas.

"JOHN G. CROMWELL."

Candidates for admission.

(1.) The defective supply of candidates is admitted, but the number is increasing under the stimulus supplied by Mr. Corry's Minute.

(2.) The qualifications of candidates are necessarily lower when there is no competition. If all who are qualified pass into the colleges, a bare pass is all that will be aimed at, the increase of candidates, when the number exceeds the number of vacant places, will lead to a wholesome emulation.

Instruction of pupil-teachers.

I retain the opinion expressed in former reports that the schoolmasters should be paid for instructing their pupil-teachers, and I think that the Committee of Council may, without departing from the principle of the Revised Code, introduce a supplementary grant to each school, which should be dependent on the proficiency of pupil-teachers at their annual examination, and so be a direct encouragement to the schoolmasters to instruct their pupil-teachers properly.

The employment of ex-pupil-teachers as schoolmasters.

(3.) The employment of ex-pupil-teachers without normal training in small rural schools was a necessity. No one considered it the *best* method, but it was the only method which could be devised.

It is also true that there is a direct encouragement to them to avoid training by offering them the post of assistant. Many of these young men cannot afford the interval of two

years in a normal college, when they are not earning anything, but are really put to some expense. They often want to add to the means of their families, or provide a home for relatives, and if they could not do this by teaching, they would often seek some other employment which will enable them to do it. They are not placed on the *same* footing as trained and certificated teachers, because they are not recognized as competent to instruct pupil-teachers, and therefore cannot take the best situations.

Length of service.

(4.) I do not find that this difficulty has occurred to others as it has done to the Principal of St. Mark's College. They have not considered the engagement as an engagement for life, but as an engagement to serve a reasonable time, and if a man has for some years done duty as a national schoolmaster, he generally considers that he has returned to the State the value of his training. His subsequent career is determined by the opportunities which are offered to him, and the probability is, that if he has been a successful teacher, he can command a remuneration for his professional skill which is sufficient to retain him, generally speaking, in the profession. The managers of schools might help the Government most effectually, if they would make a master's salary increase according to his length of service; and perhaps the State might promote the permanence of skilled teachers in the profession, by awarding gratuities with each rise in certificate, a rise which is now only an honourable testimony to successful teaching.

(5.) The mode of payment to normal colleges is discussed in a subsequent paragraph.

The difficulty mentioned by Mr. Cromwell has not occurred to others.

Syllabus.

(6.) The question of the revision of the syllabus of examination I am obliged to omit here, because of its technical and intricate character. If any modification of the Revised Code should be resolved on in consequence of the extension of the education of the country, I shall probably receive your Lordships' directions to report at length on this subject. The last paragraph of Mr. Cromwell's remarks on this head is universally assented to by all the officers of training schools.

Examinations.

(7.) I cannot agree with this remark. The questions have generally been framed by the Inspectors of normal schools, aided by the most experienced of the district Inspectors, and then submitted to the Secretary, who has, not seldom, discussed and suggested alterations. The answers are read and marked by a great many Inspectors, among whom the work is distributed, and when their returns are given in they are

again considered by others. The final result is given to the public with the sanction of the office, and must be considered as carrying that sanction, and not as dependent on individual bias.

A different mode of marking the papers was adopted at the last Christmas examination; numbers were assigned to each question, instead of the marks E, G, F, M, and I, and the sum of the marks so given arithmetically was converted by a scale into the corresponding letters E, G, F, M, and I. The result will serve for comparison between colleges, but cannot be compared with the result of previous years.

Teaching classes before H.M. Inspectors.

(8.) With respect to the estimate of a student's skill in teaching, repeated changes have been made with the object of arriving at the fairest and most trustworthy method. At present, the estimate is partly due to the personal observation and criticism of the Inspector, and partly to the record by the normal master of the students' work in the practising school. Any mode of estimating professional skill, which may be proposed as more likely to secure a true result, will be carefully considered, and if it promises well, will be tried; there is no tendency to persevere in any plan which can be shown to be defective merely because it has been hitherto adopted. In all such matters, I can say for myself and my colleagues that we wish to avail ourselves of any suggestions which aim at improvement, and I have never found any difficulty in procuring the sanction of your Lordships to what seemed likely to secure a judgment which might be trusted.

Vocal music.

The examination in vocal music was proposed by Mr. Hullah, and he now thinks that it has not answered his expectations. I concur in the opinion that the only real way to test a student's skill in teaching vocal music is to send a professional Inspector to examine the students and award them the marks due to their musical proficiency. Mr. Daniel, the Principal of Battersea, urges this forcibly:—

"DEAR MR. COWIE, "October 4, 1869.

"I VENTURE to express a hope that a change will be made as soon as possible in the present mode of examining students in training colleges in music.

"At present the examination is confined to certain tests of the accuracy of the ear, and to the answering questions on paper on the theory of music, no cognizance whatever being taken of the *voice* itself. Accuracy of ear is of course a valuable qualification but, as tested by the Education Department, is by no means so important as ability to sing. A student may be able to perform all the exercises on paper, and may show a most exquisite delicacy of ear, and yet be unable to sing or teach singing. On the other hand, many men with good voices and competent teachers of singing, who have a sufficiently accurate ear to sing from notes, might utterly fail in writing down music from dictation.

"I think it very desirable also that a special musical certificate similar to that for drawing should be issued. It would be of great assistance to school-managers in their selection of teachers, and would, I am sure, be regarded by them as a great boon.

"Such a certificate would, of course, require a more searching examination than students at present undergo, but might be conducted at a different time from the general examination, and should be entrusted to an experienced musician of acknowledged character and ability.

"If the examination extended to proficiency in instrumental music so much the better. Large numbers of our students undertake to play either the organ or harmonium, yet managers, who engage them at a distance and have no opportunity of hearing them, have no authoritative guarantee of their musical efficiency.

"The general certificate of merit is of no use in this matter. We have had here first-class men who could scarcely sing a note, and third-class men whose musical qualifications were very high.

"Whatever arguments can be urged in favour of a certificate for drawing apply with two-fold greater force in favour of one for music. Not only are musical qualifications more amply remunerated, but for one teacher who has to conduct a drawing class, probably a dozen have to teach music or play an instrument.

Believe me, &c.

The Rev. B. M. Cowie. EVAN DANIEL.

(9.) Mr. Cromwell subsequently sent me the following letter:— Proposal for two annual examinations.

"National Society's Training Institution for Schoolmasters,
"St. Mark's College, Chelsea, S.W.,
"September 20, 1869.

"SIR,

"I VENTURE to recommend for your consideration a plan for better equalizing the supply and demand for schoolmasters than at present exists, but finding that at least one Principal of a normal college has totally misunderstood the proposal when you laid it before him for his opinion, I venture to expand the idea in this letter.

"The demand for schoolmasters is pretty steady throughout the year; most certainly quite as many are required at Midsummer as at Christmas. I am inclined to think that even more are needed in the summer and autumn than in the winter months, inasmuch as new schools are more frequently opened during the former than the latter period. But while the demand is continuous throughout the year, the supply of fresh labourers comes only once a year, at Christmas, when all the normal colleges in Great Britain pour forth a broad stream of candidates who can with difficulty obtain employment at the precise moment when they need it. Almost every year several young men on leaving college are unable to find situations for some months after they have finished their training; and, on the other hand, the managers of schools frequently meet with the greatest difficulty in supplying vacancies in their schools during the second half of the year.

"My proposal was intended to diminish the extent of this great inconvenience, which presses alike upon school-managers and upon candidates for employment. It is simply this:—That the normal colleges should be divided for the purposes of examination into two groups, by which one should be examined annually at Midsummer, and the other at Christmas. Keeping in mind the object of supplying the needs of the country as regularly as practicable, I would suggest that no two colleges locally adjacent should be examined at the same time of the

year. The Church of England colleges for male students, for example, might thus be grouped for examination:

"*At Christmas.*

" Battersea.	Carmarthen.
" Cheltenham.	Chester.
" Durham.	Peterborough.

"*At Midsummer.*

" Carnarvon.	Culham?
" Exeter.	Saltley.
" St. Mark's.	York.
" Winchester.	

" It is an additional argument in favour of this plan that pupil-teachers could be admitted at *two* periods of the year instead of only at one. This of itself would be a very great gain.

" I can anticipate no serious objection against my plan, except that two sets of examination papers a year must be printed. But surely neither the labour nor the cost should be allowed to stand in the way of an improvement like this, which would confer a real obligation on so many parties; (1.) schoolmasters, (2.) pupil-teachers, (3.) young masters just emerged from training, and (4.) normal colleges, which would in this way more easily find good situations for all their men, and would also, I think, secure more pupil-teachers than they do at present.

" JOHN G. CROMWELL.

" The Rev. B. M. Cowie."

Left for future consideration.

The proposal did not gain the assent of many of the Principals, and I refrain from remarks upon it, as the publication of this report may lead to more discussion on the subject. The official difficulties are more extensive than Mr. Cromwell supposes, involving the date of termination of pupil-teachers' engagements, and the withdrawal of many inspectors from their ordinary duties at a time of year when it would be specially inconvenient.

Resolutions of Principals of Training Colleges.

I had, besides Mr. Cromwell's suggestions, the subjoined copy of resolutions put into my hands:—

" National Society's Training Institution for Schoolmasters,
" St. Mark's College, Chelsea, S.W.,
" June 16th, 1868.

" RESOLUTIONS passed at a Meeting of Principals of Training Colleges.

" 1. That greater inducements should be offered for the employment of pupil-teachers, and for their admission into normal colleges; and therefore that a grant of 20*l.* should be paid to the managers of any elementary school who shall send into a normal college a male pupil-teacher placed in the first class at the admission examination, or a grant of 15*l.* for one placed in the second class, and that managers should be instructed to pay one half of these sums respectively to the teacher, and the other half to the pupil-teacher within three months after the date of such pupil-teacher's admission into a normal college.

" 2. That a due supply of suitable male candidates for the office of pupil-teacher cannot be obtained until schoolmasters themselves have again a direct interest in procuring candidates and afterwards in instructing them; and therefore that a grant of 2*l.* should be made to

every elementary school on account of each male pupil-teacher therein who shall pass the annual examination of Her Majesty's Inspector satisfactorily, and that this grant should be directed to be paid over by the managers of the school to the master who shall have prepared the pupil-teachers to pass the examination.

"3. That the present mode of payment to training colleges prescribed by Art. 98 of the Revised Code is eminently unsatisfactory, inasmuch as all risk is thrown upon the colleges, and their grants are liable to heavy deductions owing to circumstances entirely beyond their control. That it would be more equitable that 25*l.* on behalf of each student who passes the first year's examination, and 25*l.* when he passes the final examination, should be paid to the college in which he has been educated as soon as each examination has been passed, and that the other half (50*l.*) of the grant (100*l.*) should be paid according to present plan.

"4. That in consequence of the rise in wages and in the prices of all articles of consumption, the limit of 50*l.* under Art. 102 (*b*) requires readjustment, and should be enlarged to 55*l.*

"5. That the Committee of Council be requested to allow students, of not less than 19 years of age, who are certified by the Principal to have resided a full twelvemonth to pass two examinations instead of three, with an interval of one year between them, viz.,

"Either (1.) The admission and first year examination, or
(2.) The first and second year examination,
with the payment of the half grant of 50*l.* upon the completion of the probationary period."

Payment under Mr. Corry's Minute.

(1.) With respect to this proposal I remark that the principle of it has been already adopted, and the question of the amount to be paid is one which it is not for me to consider. I prefer the plan of paying the teacher yearly for each of his pupil-teachers who passes a good examination, which is recommended in the next resolution. Making the last payment dependent on the admission of the pupil-teacher to a normal college will perhaps be a less expensive and equally efficacious plan.

Instruction of pupil-teachers should be paid for.

(2.) I have already considered this suggestion. I should prefer a payment increasing with each year of pupil-teachers' service, to a fixed annual payment of 2*l.*, an amount which I think is too small to have any direct result.

(3.) With this suggestion I am inclined to agree.

Limit in Art. 102 (*b*).

(4.) I think that the more reasonable readjustment would be to take the average cost of a student in all the training colleges for the preceding year as the limit. It will then rise and fall with the actual cost to the managers.

One year students.

(5.) I see no objection to this proposal; it is not likely to be very extensively acted upon, and might be merely temporary. It is unadvisable to shorten the period of two years' training. I should advise then in such a case as this resolution contemplates that the probationary period should extend over *three* instead of *two* inspections as at present.

I was directed to inquire about the money received in several training colleges from the Department of Science and Art,

Science teaching.

for science teaching; to report how it was disposed of, whether for the benefit of the college, or for that of the teachers. The custom varies so much in different colleges that I have no general report to make on the subject. The special returns will give the information required in each case. I hope that your Lordships will not do anything to discourage the Science instruction, but merely require that it shall not interfere with the hours assigned in the time table to the instruction given in the subjects of the syllabus.

For the reason given at the commencement of this report, I have been unable to complete a full special report for each training college.

I have the honour to be, &c.

B. M. COWIE.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. CANON TINLING, *on the* CHURCH OF ENGLAND NORMAL SCHOOLS FOR SCHOOLMISTRESSES.

MY LORDS,

Normal schools.

IN the 14 Church of England normal schools for mistresses, the number of students for which the buildings are sanctioned is 914.

Present attendance.

On the 1st of March 1869 there were 857 students in residence. The number of students returned to me as present on 1st March 1870 is 914.

Number of candidates for admission.

The candidates in Church of England normal schools who passed successfully for admission in 1869 was 478. The number in 1870 was 552.

SUMMARY of RESULTS of EXAMINATION for ADMISSION into CHURCH of ENGLAND NORMAL SCHOOLS for MISTRESSES, CHRISTMAS, 1870.

Number of Candidates present and examined.			Passed.						Failed.		
			1st Class.		2nd Class.		Total.				
Pupil-teachers.	Non-pupil-teachers.	Total.	Pupil-teachers.	Non-pupil-teachers.	Pupil-teachers.	Non-pupil-teachers.	Pupil-teachers.	Non-pupil-teachers.	Pupil-teachers.	Non-pupil-teachers.	Total.
502	132	634	145	33	308	61	453	99	46	36	82

Expense of each student.

The average annual expense of each student under training in 1868 (see Table, Rep. 1868–69. p. 395) was 35*l.* 9*s.* 3¾*d.*, the total expenditure being 30,364*l.* 1*s.* 11*d.* for 856 students in residence.

The difference in this annual expenditure in the various colleges is great; the lowest amounting to 30*l.* 1*s.* 11*d.* per head, whilst the highest expenditure reaches the sum of 43*l.* 11*s.* 8*d.*

Premises.

The buildings throughout are maintained in good and substantial repair, and the arrangements within the buildings are good.

In 10 normal schools the buildings were originally erected for the special object of a training institution. The remaining four are held in buildings which have been more or less adapted to the purpose.

During the past year new buildings have been completed at Cheltenham, and at my last visit I found these buildings occupied by the students.

The only building which is now essentially "temporary" is Norwich, but this has been made in every way as conve-

nient as the space will allow; and it is not probable that any new buildings will be erected at the present time.

Great attention is paid to cleanliness and order, and to the careful ventilation of the dormitories and lecture rooms. In each institution a certain portion of the building is set apart as "the infirmary," though in several colleges it appears to be very seldom required.

At Fishponds, Bristol, the medical officer appended to his report upon the health of the students a statement to the following effect:—

"I should be glad if the college afforded better 'sick room' accommodation; that at present provided is sufficient for ordinary occasions, but should a serious epidemic of any contagious disorder break out amongst the students I should find it difficult to carry out a proper system of hygiene."

The rooms set apart at Fishponds for "the sick" appear to me equal to those in any other institution; they contain one room 13 ft. 4 in. × 9 ft. 8 in., and 12 ft. high; a bath room, w.c., one room for a nurse, and one larger room upstairs entirely separate from the rest of premises, 21 ft. × 14 ft., sloping roof.

The report of the medical man was read by me to the committee, whom I had the honour of meeting.

A paper of a similar character was sent by the medical officer of Warrington, the purport of which was discussed with the members of the local committee at Warrington during my visit. The subject was afterwards brought before your Lordships. Mr. White writes:—

"Warrington Diocesan Training School,
July 1869.

"DEAR SIR,

"MAY I beg to call your attention to the great need in this institution of a building for the purpose of isolating cases of infectious disease. There is a cottage at present reserved with such intention, but as it is badly constructed, drained, and ventilated, and can only properly accommodate one inmate, it is not of much use. In estimating the size of building required, there should be room for at least one-tenth of the pupils, for if the number of cases exceeded that proportion, it would be wise to break up the school. Such a step as this, although disastrous to the interests of the school, might, with the present small accommodation, become absolutely necessary with a smaller proportion of pupils affected.

"At the close of the last half of 1868 an epidemic of enteric fever prevailed in Warrington, and the training school did not escape. Three of the pupils were seized, two of whom were sent home, and one was nursed in the cottage above mentioned. Providentially, the disease extended no further, but had there been three more cases I could not conscientiously have allowed the remaining pupils to wait to become the victims of fever, even though the Government examination was on the eve of being held.

"I am, &c.

"Rev. Canon Tinling,
"H.M. Inspector of Schools."

"CHAS. WHITE.

The conduct of the students is, upon the whole, well reported of in each normal school. At times there has been cause for anxiety in isolated cases; but I am assured by the authorities in the different institutions that they can speak with entire truthfulness of the satisfactory conduct of the students, as a body, whilst in residence; and of the good reports which are given respecting them after they have entered upon their schools. Behaviour of students.

The superintendence of these young persons under training is for the most part conducted with the greatest care; and I would here state that it is the opinion of the medical officers, in which I entirely concur, that the improved health of the students is mainly owing to the great care taken by the superintendents, and I consider that it is to a great degree owing to this constant earnest supervision that we are enabled to receive such satisfactory reports of the moral and religious character of the students under training. Supervision.

During the past year seven students failed to complete their two years of residence.

One left at the end of the first year, the Principal recommending her to a school under the impression that it was better for this particular student to begin the practical work of school life at once, than to remain a second year in college.

One was removed from college on account of committing certain petty thefts from her fellow students.

The remaining *five* failed to complete their time, having in each case married during the vacation without the knowledge of the training school authorities.

Each of the above cases was laid by me before your Lordships after it was brought to my notice.

Your Lordships are aware that by so leaving a normal school these students, under Article 111, Revised Code, incur the forfeiture of any certificate (Art. 76), and also any future admission to probation for certificate (Art. 73, 5).

I would suggest that, with so large a number of cases as five within one year, the attention of the authorities of the normal schools be specially called to the subject, and that they be advised to explain clearly to all students the injury which they thus bring upon themselves by incurring the penalties of Article 111.

The reports of the medical officers have been very similar to those in previous years. Health.

It is stated universally that the health of the students is improved by the course of training; that at the end of the first year's residence the students are stronger and in better health than upon admission; and that the health is better

after the second year's training than in the former year. There are naturally some exceptional cases which require the students to be withdrawn, but as a rule these are a very small per-centage on the whole number.

The amount of study and sedentary occupation is not found to be greater than may fairly be required from the students without detriment to health, and in those cases where the health has failed it is stated by the M.D.'s that, almost without exception, under other employment, where similar care and similar nutritious diet could not have been ensured, the latent weakness would in all probability have exhibited itself sooner.

In 1869 there were more cases of severe illness brought to my notice than in former years; but after strict inquiry I am unable to ascertain that there is any attributable cause for this excess over former years.

The following table gives the exact number of students who left from illness during the past year:—

Bishop Stortford - - -	4
Brighton - - - -	1
Cheltenham - - - -	1
Home and Colonial - - -	5
Salisbury - - - -	1
Norwich - - - -	2
Ripon - - - -	1
Whitelands - - - -	3
Total - -	18

Dietary. The dietary in each college appears to be wholesome and plentiful.

Officers. Very few changes of moment have occurred during the five years that I have been instructed by your Lordships to visit these institutions. Individual governesses have left, and have been succeeded by students. In two instances only have there been changes in the superintendents, viz., at Salisbury and at Bristol; and the staff of officers remains in extent and character the same. In no instance has the staff been materially altered, and I can with truth corroborate the statements which I made in 1866, viz., that real honest work is the one specially marked feature in these institutions, that the governesses are persons of known ability and high moral and religious character, and I record with pleasure the earnest and devoted manner in which they perform their duties.

Present state of normal schools. The 14 Church of England normal schools for mistresses are now full; they are calculated to afford, year by year, a supply for our elementary schools of 450 certificated teachers,

who will have received two years' careful instruction and training. This limit as to numbers may of course at any time be removed. The present state of these institutions shows clearly that they possess within themselves real life and vigour, and that they perform the work for which they were established, and for which they receive the annual grants of public money.

Practising schools.

The practising schools are on the whole in a satisfactory condition; they are held in eligible buildings, they are under the charge of able and earnest mistresses, and in each case are superintended by the teacher of method.

It is in these practising schools that a very important part of the real training of the students is carried out, and it is to the work done in these schools that the normal schools owe very much of their success. Here it is that the power to teach is very often first realized. It is here that the theory learnt within the college is brought out into practice and made a living reality. It is in the practising schools that the timid, nervous student learns to hear her own voice without dismay, and by constant practice finds that she can with readiness impart to others the greater amount of the information which she herself possesses, and in so doing can not only fulfil her mission to her class of children, but at the same time deepen her own store of knowledge.

The numbers in attendance on these practising schools is of much importance to the normal schools; and the paucity of numbers affects materially some of the colleges where the surrounding population affords only a limited supply of children.

Religious instruction.

Upon reference to Form 39*b*. (the form which is filled up by me at the time of my official visit to the training schools) I find that the religious instruction is duly attended to in each institution, and that suitable accommodation is provided for the regular attendance of the students at Divine service. In each college a chaplain is appointed, and I gladly record my opinion of the earnest and devoted manner in which, without exception, the duties of the chaplains are performed.

I have thus far referred to those subjects only to which I am instructed to call the attention of the local authorities at my official visit. I would now make a very few remarks on the different subjects of instruction. The following is a list:—

Bible, Catechism, and Liturgy; reading and repetition; penmanship; English grammar and composition; arithmetic, geography, history; school management and teaching; needlework, and domestic economy; and music.

The subjects are many, and yet there is not one which is not required for a school teacher.

The weakness of the system appears to be that it does not afford sufficient time or encouragement to the students to apply themselves to any extent to personal private study; they are so constantly under teaching by lectures, that as students they have very little time, and, I fear in many instances, very little desire, to work out for themselves any matter of difficulty. Many of the students are admitted with so small an amount of acquired knowledge, that it takes the whole time of their college life to bring them up to the standard of the Christmas examination.

The remedy must be sought for in a more accurate preparation on the part of pupil-teachers previous to entering the normal school, especially during the third, fourth, and fifth years of apprenticeship.

Religious knowledge.

In each normal school the religious teaching is given with much care and thoughtfulness. I have been present in each institution during the time that these lectures have been given by the chaplains, and I am informed that there is no lesson in which the students appear to take a deeper interest than in the lectures upon the Bible and Book of Common Prayer, and I can, with the experience of 23 years of official work, bear my testimony to the fact that in the Church of England elementary schools (with few exceptions) there is no subject more faithfully taught by the great body of teachers.

I should not expect that this same vigorous teaching would be permanently maintained if the subject were withdrawn from the annual examination of Her Majesty's Inspector. The stimulus of public opinion is a healthy incentive to the performance of a duty, and should that be withdrawn many would be apt to give a greater prominence to that portion of their work which was called for and recognized by those whom they felt bound to regard and respect.

There is no portion of my own official work which I should resign with so much heartfelt regret as the examination upon the Bible and Prayer Book; and I believe that the great body of teachers, with whom I come in contact, would be equally sorry should the religious teaching of the school children be withdrawn from their daily routine of duty.

Arithmetic.

Arithmetic is taught with much skill and accuracy, and amongst the students in our different institutions there are a very large number whose thorough insight into the principles and practice of arithmetic is deserving of very high praise.

Grammar and composition.

Grammar and composition are perhaps the most difficult studies to which our students have to apply themselves.

In English grammar and in English history and geography it would be a great advantage to the students as well as to

the governesses, if as pupil-teachers during their third, fourth, and fifth year of apprenticeship they applied themselves more thoroughly to these subjects.

The repetition, which extends over 200 lines, taken from some previously selected author, is almost always well done, and the reading (one of the most important subjects for a teacher) receives its full share of time and attention. Reading and repetition.

In revising the examination papers of the first class at Christmas last, I was glad to find that the penmanship was in a very large number of papers done with great neatness and precision; whilst the mistakes in spelling were comparatively very few. Penmanship and spelling.

Domestic economy, school management, and needlework are well and carefully taught in our normal schools. It is not advisable to alter *unnecessarily* the industrial work which has for years been carried on in the various colleges; there is always a desire shown by the authorities to take advantage of every practical suggestion on the subject, and as opportunity offers to profit by it. Domestic economy.

The theory of school management is taught with much skill by efficient governesses; whilst in the practising schools of the college, each student works out the problem which she has thus endeavoured to learn in the lecture room. School management.

I append a short paper on the needlework, which was sent me by the ladies who for some years have examined the work after the Christmas examination. The paper was written at my request in reply to the questions put by me as to the advantage of selecting certain model work done at the late examination to be shown to the students at the summer visit of Her Majesty's Inspectors. Needlework.

REVEREND SIR,

WE have carefully reconsidered the needlework and have found that—

First Year's Students.

First year's students work from one of two models which, by way of distinction, we will now designate as No. 1 and No. 2. No. 1 is the *square* shape, which is not the latest. No. 2 is the modern and is *shaped.* As both these styles are still used it may be better not to dwell upon any decided alteration in the various schools.

But still we think it desirable that the models No. 1, or No. 2, or *both*, be sent to them, in order that they may be carried out in a more uniform manner.

At present 13 of the schools use the the *square* model (No. 1), but carry it out in various ways, sizes, and some in *most unsuitable material.* The remaining 10 use the *shaped* model (No. 2); but while six of these have a small model of shirt, two have only a half front in almost *full size,* and the two others, a half front in small size.

No. 1.	No. 2.		
Schools using square model. (1.)	Schools using shaped model. (2.)	Schools using half-front nearly full size.	Schools using small half front.
Home and Colonial.	Bristol & Gloucester.	Westminster.	Stockwell.
Whitelands.	Derby.	Glasgow Free Church.	Glasgow Church of Scotland.
Brighton.	Homerton.		
Cheltenham.	Ripon.		
Bishop Stortford.	Salisbury.		
Durham.	Liverpool.		
Lincoln.			
Warrington.			
Truro.			
Norwich.			
Edinburgh Episcopal.			
Edinburgh Free Church.			
Edinburgh Church of Scotland.			

We think it would be advisable to mention in sending round the samples, that they are not considered as quite *perfect*, being only the trial design of the students, and are merely intended as specimens of the style and *material*. We think that if the opportunity presents itself, it might be well to give a hint to the instructors to insist more on the students following a correct proportion in their work.

Second Year's Students.

With regard to the second year's students we have selected the best specimens of *darning* and *patching*, strongly recommending their being sent round as samples, as most of the schools are very deficient in either one, or other, and some in *both*. We have marked with red lines those we particularly selected; but where the material is too fine, of course the darn on the stocking texture, now also forwarded, is very good.

Paper Patterns.

We forward specimens of the two paper patterns, *viz.*, *cap* and *body*, in order to secure more improvement in these, especially in some of the schools.

We are, Reverend Sir,

To the &c.
Reverend Canon Tinling.

Class-teaching.

This subject forms a very prominent feature in the training system. It has been the practice for many years for each student under training to prepare "Notes of Lessons," (two class lessons and one gallery lesson), and to make one of these "Notes" the subject of a special lesson to be given by her in the presence of Her Majesty's Inspector to a class of children in the practising school. The ordeal is to some students very trying, and yet the disadvantages to my mind lie altogether on the surface; the exercise is a good one, and gives to an inspector a clear and accurate idea of the

teaching power of the individual student, as she presents herself in rotation to teach before him for a period of 20 minutes.

In concluding this report I would mention that more than 10,000 young persons have been trained in the Church of England Normal Schools for mistresses to undertake elementary education throughout the length and breadth of England, —the work throughout is real, honest, and true,—the object which is impressed upon the students is the elementary education of the working classes; the teaching which they receive is such and such only as is required to fit them for this elementary teaching; and the whole staff of instructors within the normal schools, are, to the best of my judgment, lending themselves heartily to this great cause, viz., the religious education of those who are to become the teachers of the elementary schools for the instruction of the poor.

I have the honour to be, &c.

E. DOUGLAS TINLING.

To the Right Honourable
The Lords of the Committee of Council on Education.

SPECIAL REPORTS.

BISHOPS STORTFORD.

Visited on 12th July, and following days, with the Rev. C. J. Robinson, Her Majesty's Inspector of the District.

The number of students in residence, 27 of second year, and 28 of the first year. Total, 55.

The buildings are excellent, and are situated close to the parish church of Hockerill, in which there is daily morning prayer.

The superintendence of the students is satisfactory. The practising schools form a portion of the buildings; they are limited with respect to numbers for the purposes of a training school. Girls 40 present, infants 91. Total, 131. The two mistresses of these schools reside within the college.

The health of the students is well reported of by the medical officer, though at the same time two students were absent at the period of our visit, and two other students left before Christmas from illness. The behaviour of the students is spoken of as very good.

The staff includes—

Rev. A. H. Blunt, M. A. - -	Chaplain, &c.
Mrs. Bush - - -	Lady Superintendent.
Miss M. A. Atkinson - -	Governesses.
Miss Jane James - - -	
Miss M. A. Brown - - -	
Miss E. Lightfoot - - -	Mistress of Girls' School.
Miss A. Lockhart - - -	Mistress of Infant School.
Mr. E. C. May - - -	Teacher of Singing.

The committee whom I met consisted of the Rev. C. Deedes, C. B. Pearson, W. Williams, T. G. Luard, and the Chaplain.

This normal school is doing a quiet and steady work for good. The officers are each of them earnest in their different spheres of duty, and the report of the students after they leave the institution is as satisfactory as during the time of their residence.

BRISTOL AND GLOUCESTER (FISHPONDS).

Visited on 31st May, and following days, with the Rev. *Rice Byrne*, H.M. Inspector of the District.

The number of students in residence, 28 of year 2, and 40 of the first year. Total, 68.

The buildings are extremely good, containing a chapel for Divine Service, at which the students attend daily, and also a residence for the Principal. The supervision of the students is good; the behaviour of the students is well reported of. The practising schools, which are situated within the grounds, are very limited with respect to numbers, considering the size of the training institution. Average attendance of children for the last year, total, 136, viz., 52 girls, and 84 infants, the mistress of each school resides within the college. The medical officer reports well of the health of the students; he writes, "since Christmas, my assistance has only been required in trivial disorders."

The staff of the college includes—

Rev. Wm. Smith, M. A. -	Principal and Secretary.
Rev. W. De L. Lawson, M. A.	Honorary Lecturer.
Miss Spencer - -	Matron and Head Governess.
Miss Windsor - -	Governesses.
Miss Thorne - -	
Miss Jenkyn - -	
Miss Shaw - - -	
Miss Burden - -	Mistress of Girls' School.
Miss Collins - -	Mistress of Infant School.
Mr. Bootham - -	Teacher of Singing,

The committee whom I met consisted of the Rev. Canons *Moseley* and Murray Browne, T. O. Stephens Esq., and the Principal.

The arrangements of the buildings and grounds are excellent. Miss Spencer is earnest and anxious for order amongst the students, and for the good management of the college. The Principal spares no personal labour for the success of the students. There have been no changes amongst the governesses during the past year. The number of students in residence has been greatly below the number which the college could contain. But the diminution in numbers was not owing to any local fault, and no longer exists.

BRIGHTON.

Visited on 5th July, and following days, with Rev. R. L. Koe, Her Majesty's Inspector of the District.

The number of students in residence; 22 of second year, and 20 of first year. Total, 42.

The buildings are good, the superintendence has been carefully supplemented by Miss Ross, who has assisted the lady superintendent during her lengthened illness. It is feared that Miss Foster will be obliged to resign her position at Michaelmas, owing to ill health. The practising schools form a portion of the buildings, the number of children present was 179; total, viz. 82 in the mixed school, and 97 in infant school.

The medical officer reports that the health of the students has been on the whole good, and that the work of the college, in his opinion, is not in any way too much for their health.

The behaviour of the students is said to be very good.

The staff includes—

Rev. H. H. Wyatt, M. A.	Chaplain, &c.
Miss Foster	Lady Superintendent.
Miss Sarah Daniels	Governesses.
Miss Agnes E. Sykes	Governesses.
Miss Martha Prodgger	Governesses.
Miss Helen Warren	Mistress of Mixed Schools, and Teacher of Method.
Miss Mary Mallin	Mistress of Infant School.
Mr. Spencer	Teacher of Singing.
Mr. White	Teacher of Drawing.

The two school mistresses reside within the college.

The committee whom I met consisted of the Venerable the Archdeacons of Chichester and Lewes, the Rev. R. Kelly, C. G. Barlow, W. A. Fitz Hugh, Captain Timmins, and the Chaplain.

This institution is conducted with much care, and with a marked desire for the success of the students.

The situation of Brighton has in former days induced the local authorities to consider the college rather exterior to the diocese, than in any especial degree for the young persons within its limits; some attempt has been made lately to utilize the college for the welfare of the diocese, and by this means to increase the interest of the residents within the county in the well-being of its diocesan training school. The account given of the young persons who have left, and are at this time in charge of schools, is on the whole most satisfactory.

CHELTENHAM.

Visited on 27th September, and following days, with the Rev. J. Rice Byrne, H.M. Inspector of the District.

The number of students in residence, 30 of year 2, and 27 of the first year. Total, 57.

The buildings, which were completed in the early part of the year, are spacious, airy, and carefully arranged; the grounds, though not extensive, afford space for exercise to the students; the situation has the advantage of being near to the large and important schools attached to the parish church, which schools, by the sanction of the rector, are now used as practising schools; there were present 173 girls, 222 infants; total in the two schools 395. The superintendence of the students is very careful. The medical officer was absent from Cheltenham at the time of our visit, but I was assured that the health of the students was good, one student had left in April from illness. The mistresses of the practising schools do not reside within the college.

The behaviour of the students is well reported of. One student left the college in August 1869, having married in the early part of the year without the knowledge of the training school authorities.

The staff includes—

Rev. R. M. Chamney, B. A.	Principal.
Miss Reynolds	Superintendent and Head Governess.
Miss Julia Ruddle	Governesses.
Miss E. Cooper	Governesses.
Mr. Gill	Master of Method.
Mr. Brereton	Master of Singing.
Mr. Knight	Master of Drawing.

The committee whom I met consisted of Rev. Dr. Walker, Rev. G. P. Griffiths, and G. W. Chamberlain, W. Gardener, Esq., General McCausland, C.B., General Kennedy, and F. Hort, Esq.

This institution maintains its character for earnest and painstaking

work. Miss Reynolds, though holding a different position in the college, continues to act as head governess, and Mr. Gill, who has been connected with the college since 1854, is still the teacher of method, a subject with which he is in every way conversant, and which he teaches with much life and vigour.

DERBY.

Visited on the 23rd of August, and following days, with the Rev. J. J. Blandford, H.M. Inspector of the district.

The number of students in residence, 41; viz., 19 of the second year, and 22 of the first year.

The buildings are very good, and the practising schools, which adjoin the premises, contained 202 children at the time of our visit; in girls' school, 80; in the infant school, 122.

The superintendence of the students is satisfactory; their behaviour is well reported of, and the accounts received of the teachers after they have been in charge of their schools are most encouraging.

The health of the students is good, and the medical officer states that he does not consider the work in any way too much for their health.

The staff of the college includes—

Rev. J. Latham, Canon of Lichfield	Chaplain and Secretary.
Miss Edwards - - -	Lady Superintendent.
Miss Bradshaw - - -	Governesses.
Miss Crofts - - -	
Miss Bushell - - -	
Mr. Adlington - - -	Teacher of Singing.
Mr. Sutherland - - -	Teacher of Drawing.

The committee whom we met consisted of the Earl of Harrowby, Lord Scarsdale, W. Mundy, Esq., T. W. Evans, Esq., S. Evans, Esq., Dr. Heygate, J. T. Morley, Esq., Rev. Canon Ram, Revs. F. Anson, R. Key, John Leason, and the Chaplain.

Miss Edwards is most attentive to the students, and the head governess brings a large amount of practical knowledge to bear upon the students, in addition to her regular routine of lessons. The second and third governesses are able and efficient teachers.

I called the attention of the committee to an amount of dampness in the lower part of the building, which had been noticed by me in 1868, and which, though stated to be rectified, appears to be still likely to cause injury to the building.

DURHAM.

Visited on the 26th October, with Rev. C. W. King, H.M. Inspector of the district.

The number of students in residence, 33; viz., 17 of the second year, and 16 of the first year.

The buildings are very fair. In my report of 1865 I called attention to the fact that the lady superintendent's room and the sitting room for the governesses were all placed on the north side. The medical officer has this year directed attention to the need there is that the dormitories and passages should be artificially warmed; at the same time he reports favourably of the health of the students.

The supervision of the students is careful. The behaviour is well reported of.

The practising schools contain one room and class room for girls, under the same roof as the training institution, and a second school room and class room for infants, about 100 yards from the entrance gate. There were 76 girls present, and 102 infants; total, 178.

The staff includes—

Rev. W. H. Walter, M.A.	Principal.
Miss Baird	Lady Superintendent.
Miss Henderson	Governesses.
Miss Godson	Governesses.
Miss Haugh	Mistress of Girls' School resides within the College.
Mr. Newton	Teacher of Drawing.
Mr. Martin	Teacher of Singing.

The committee whom I met consisted of Rowland Burdon, Esq., Chairman, Very Rev. the Dean, F. D. Johnson, Esq., J. Shields, Esq., Rev. Dr. Tristam, Revs. G. F. Fox, H. Stoker, and the Principal.

This college had depended upon Scotland in former years for a certain portion of its students. In 1867 a normal school was opened in Edinburgh for female students, in connexion with the Episcopal Church in Scotland. From the present date it will therefore be essential to gather in not only the apprenticed pupil-teachers of the diocese, but also those of the adjoining counties to the south and west.

There is good evidence of the college being filled after Christmas.

The Principal is not only anxious for the success of his college, but very earnest in his desire for the welfare of the students.

HOME AND COLONIAL.

Visited with the Rev. M. Mitchell, H.M. Inspector, on 21st June, &c., and on 15th November and following days; also visited by me on 19th October and following days.

The number of student in residence, 59 in second year, and 80 in first year; total, 139.

The buildings have been made at various times as convenient as the space would permit; they are clean and in good order, and as carefully ventilated as the situation will allow.

The schools which are held upon the premises are for various classes of children; some are under the inspection of Government, and some *not* under inspection. In addition to the practising schools (girls' and infants'), there is also a model school, in which the students pass a portion of their time. These schools (model and practising) are admirably conducted by efficient teachers, and are plentifully supplied with children.

The medical officer reported the health of the students fair, but during the current year no less than five students have been obliged to leave from ill health.

This fact was brought by me before the committee whom I had the honour of meeting on the 16th November, consisting of John Martin, Esq., S. Reynolds, Esq., R. Wood, Esq., J. H. Evans, Esq., E. H. Sawtell, Esq., F. H. Forbes, Esq., Revs. T. Nolan, W. Fleming, and the Senior Chaplain.

The staff of officers includes—

Rev. J. J. Evans, M.A.	Chaplain.
Rev. James Johnson, B.A.	Junior Chaplain.
Mr. Dunning	Training Master.
Mr. Coghlan	*Teacher of Education.
Mr. Reiner	*Teacher of Arithmetic.
Mr. May	*Teacher of Singing.

* These officers are only partially employed.

Mr. J. Hassell - - -	Assistant Training Master and Teacher of Natural History and Domestic Economy.
Mr. Ford - - -	*Teacher of Drawing.
Miss Annie Lewis - -	Governesses.
Miss Eliza Pugh - -	Governesses.
Miss M. A. Mawer - -	Assistant Governesses.
Miss Emily Lewis - -*	Assistant Governesses.
Miss Chessar - - -	*Teacher of Geography and Reading.
Miss Howell - - -	*Teacher of Needlework.
Miss Hooker - - -	Superintendent.
Miss M. A. Smith - -	Assistant Superintendent.

At the time of my visits in 1869, only three of these officers, in addition to the superintendent and the assistant, resided within the walls of the institution. It is intended that the junior chaplain should live upon the premises, but he had not commenced his residence at the time of our visit in November. Considering that this institution comprehends, in addition to the 139 students already referred to,—1. The teaching of young persons to fill the office of private governess; 2. The educating young persons under the age of 18 years; 3. The providing a temporary home for teachers formerly trained, but not certificated, who require some additional instruction—I feel it my duty to lay before your Lordships, that I consider this institution requires additional female supervision. In 1867 I reported that the supervision of the governesses ceased when the students left the lecture or school room, and that the whole of the supervision of the 140 students after they leave the lecture or school room devolved upon the matron, who had dinner to see after for between 170 and 181 persons daily, in addition to the provision required for the other meals during the day. I stated that for the real good of the institution an educated lady was required to act as superintendent in addition to the present matron.

This subject was again brought by me before the committee in November last, and in thus recording it for your Lordships' consideration, I am anxious not to lessen in any way the value in which I hold, as well as the local committee hold, the services of the present matron.

It is in addition to the present amount of female supervision that a lady superintendent appears to me to be required. It is not by supplementing her by some domestic servant, and giving to that domestic the title of assistant superintendent, that such supervision can be made effectual.

With regard both to the earnest manner in which the lectures are given, and also to the ability of the great body of officers employed in this institution, I cannot speak too highly.

Whether it be to the eye of the casual visitor or to that of the official inspector, there is ever to be seen within the walls of the Home and Colonial a scene of real life and vigour, and amidst this scene there seems to me but one great want; viz., additional female superintendence by some educated person who can have leisure to enter into the wants and sympathies of each young student, to encourage the timid, restrain the boisterous, and to lead by paths as yet, perchance, unknown to some, each student nearer unto God amidst the duties of a busy, anxious life.

* These officers are only partially employed.

An extensive library of school books and manuals for teachers has been formed upon the premises. These works are accessible at all times to the students, and also to that large body of young persons who are also educated in different departments of this institution (the aggregate number in residence is stated to be usually about 230). Twice in each month Mr. Dunning briefly reviews these books in the presence of the teachers, and gives to them an insight as to their value for educatoinal purposes.

LINCOLN.

Visited on 11th October, and following days, with the Rev. F. F. Cornish, H.M. Inspector of the district.

The number of students in residence, 21 of first year, and 18 of second year; total, 39.

The buildings are good. During the past year certain alterations have been made, by which a more entire separation of the students from the family of the Principal has been effected, to the great convenience of both parties. The practising schools, which are attached to the training schools, are in nice order. The numbers are small for the purpose of a training institution.

The report of the health of the students is satisfactory. The superintendence is good, and the account given of the behaviour of the students very good.

The staff includes—

Rev. H. Nelson, M.A. - -	Principal and Superintendent.
Miss Hedges - -	Governesses.
Miss Mears - -	Governesses.
Miss Haynes - -	Mistress of Method & Teacher of the Practising School.
Mr. Taylor - -	Teacher of Drawing.

Miss Haynes resides within the college.

The committee whom we met consisted of G. K. Jarvis, Esq., Chairman, W. Moss, Esq., Rev. Prebendaries Wilkins, Perry, Neville, Clements, and Garfit, and Rev. H. Bell.

This college maintains its former character for vigour and earnest work.

There have been no changes in the staff of teachers excepting in the mistress of method. This appointment is one of great moment, and requires much power in the officer selected.

NORWICH.

Visited on 9th September and following days, with the Rev. F. Synge, H.M. Inspector of the district.

The number of students in residence, 39; viz., 19 in second year and 20 in first year.

The buildings have been thoroughly repaired during the past year, and much interior papering and painting has been done. The practising schools do not belong to the training school, but are parochial schools. The numbers present were, 116 girls, 96 infants; total 212. The severity of the weather was the cause of the small attendance of infants; in the previous year there were 138 infants present. The superintendence of the students is satisfactory; the behaviour well spoken of. The medical officer does not consider the health of the junior students quite equal to those in former years. One has left from ill health, another is absent, and it seems doubtful if she will be strong enough to return.

The staff includes—

Rev. W. C. Davie, M.A. - -	Chaplain and Secretary.
Miss Bunbury - - -	Lady Superintendent.
Miss R. Williams - - -	Governesses.
Miss M. A. Alexander - -	
Miss R. F. Elwell - - -	
Mr. R. Cockrane - - -	Teacher of Drawing.
Mr. H. Rudd - - -	Teacher of Singing.

The committee whom I met consisted of Rev. Canon Heaviside, Venerable Archdeacon Hopper, Rev. Hinds Howell, T. J. Blofeld, W. A. Ormsby, and the Chaplain.

During the past year a change has taken place in the head governess, which at all times is likely to create some inconvenience; the difficulty has not been escaped in this instance.

This college maintains its former position for strong, earnest, and successful work.

RIPON.

Visited 28th October and following days.

The number of students in residence, 59; viz., 21 in second year, and 32 in their first year; there were also six preparatory students.

The buildings are excellent in every way. A settlement is visible on the S.E. corner of the building, but I am assured that there is no increase in this settlement year by year. The practising schools are situated about a quarter of a mile from the normal schools; they contain a large mixed school (present 171 children) and an infant school (present 71). These buildings have been enlarged and made efficient for the purpose; they are under the charge of Mrs. Trinder, an able and successful mistress, who assists in the college. The infant teacher resides in the college.

The superintendence of the students is satisfactory, and the behaviour well reported of.

The medical officer writes "there has been less sickness than in any "corresponding time during which I have been connected with the "institution. I advised the removal home of one student in conse- "quence of incurable disease of the lungs; at present all the students "are in good health."

The staff includes—

Rev. E. Baynes Badcock, B.A. -	Principal and Chaplain.
Mrs. Sheffield - - -	Lady Superintendent.
Miss Mary Mustard - -	Governesses.
Miss Eliza J. Dunn - -	
Miss Ann E. C. Smith - -	
Miss Sarah Nicholl - -	Assistant Teacher in infant school.
Mr. Gallic - - - -	Teacher of singing.

The committee whom I met included the Lord Bishop of the Diocese, the very Rev. the Dean, Rev. Canons Hedley, Randolf, Yeoman, Rev. R. D. Owen, and the Principal.

There is an earnest desire exhibited by all the officers of this institution for the welfare and success of the students. The Senior Governess, Miss Taylor, left in October 1868 owing to illness; she will be much missed for her kindness and sympathy, and for the fresh vigour and skill which she always brought to the lectures. She had been suffering for some time previous to the resignation of her office.

SALISBURY.

Visited on Monday 24th May, and following days, with Rev. S. J. G. Fraser, H. M. Inspector of the district.

The number of students in residence, 17 of second year, 32 of first year, and one preparatory student; total 50.

Buildings very good, spacious, airy, and well arranged, situated in the close, and within a few minutes' walk of the cathedral. The parochial schools of S. Edmunds are made the practising schools for the college; the number of children present, 104 girls and 160 infants = 264.

The medical officer states that the health of the students is good, and that the work done in the college is not more than the students can fairly effect without injury to their health. One student left from ill health, but it was ascertained that several of her family had been consumptive. The superintendence is very good, and the behaviour of the students well reported of.

The staff includes—

Rev. R. Phillips - - -	Chaplain and Lecturer.
Miss Greenlaw - - -	Lady Superintendent.
Miss C. Jackson - - -	Governesses.
Miss Self - - -	
Miss M. Read - - -	
Mr. Tiffin - - - -	Teacher of Drawing.

The committee whom I met consisted of General Buckley in the chair, Rev. Canon Lear, Rev. Sub-Dean Eyre, Rev. Prebendaries Renaud, Morrice, Swayne, Hutchings, and C. Raikes, Esq.

The numbers in residence were far smaller than in former years, owing to the fact that this college can accommodate more students than the diocese can supply, and therefore at a time when the total number of candidates had greatly diminished, the momentary loss fell heavily on this college.

This college maintains its efficiency in every way; there is real earnestness exhibited by each officer of the institution.

The following report was given to me respecting 44 students who had recently left the college to undertake the charge of schools in reference (1) to their personal demeanor, (2) to their influence for good, (3) to their actual religious teaching:—

To the first question the reply was: 38 excellent, 4 fair, 2 less than fair.
To the second question the reply was: 32 excellent, 10 fair, 2 less than fair.
To the third question the reply was: 24 excellent, 19 fair, 1 less than fair.

TRURO.

Visited on Wednesday 22nd September and following days.

The number of students, including three preparatory pupils, was 22, viz., 9 of the second year, and 10 of the first year.

The buildings are good. The practising schools, which are erected within the grounds, are spacious. Up to the present time they have not been well attended: present, 69 girls and 69 infants; total, 138. The teachers of these schools reside within the walls of the institution.

The medical officer states that the health of the weaker students at times suffers from a pressure of work, but that, *as a rule*, these very students are stronger after their two years' training, than they were on admission.

The students are carefully superintended, and their behaviour is well spoken of.

The staff includes—

Rev. E. N. Dumbleton	Chaplain (this office is only remunerated by 30*l.* per annum).
Miss Taylor	Lady Superintendent.
Miss Wilkinson, Miss Tosland	Governesses.
Miss Johns	Mistress of girls' school.
Miss Beddard	Mistress of infant school.
Mr. Carter	Teacher of singing.
Mr. Griffith	Teacher of drawing.

The committee whom I met consisted of Rev. J. R. Cornish, the Treasurer, and Rev. E. N. Dumbleton, the Chaplain, and Alex. Paul, Esq., the Medical Officer.

This college being situated in the extremity of the far west was one of the first to suffer from the scarcity of candidates in past years; there is now every prospect of the numbers increasing.

The Lady Superintendent is very earnest in her work, and the Head Governess, Miss Wilkinson, spares herself no labour to secure the success of her pupils.

The late chaplain left after my last visit, having accepted the vicarage of Mylor.

WARRINGTON.

Visited on 28th June, and following days, with Rev. C. F. Johnstone, formerly H.M. Inspector of South Lancashire.

The number of students in residence, 43 in second year, and 45 in first year; total, 88.

The buildings are very good. The practising schools, which are the parochial schools of Warrington, form a portion of the building. In connexion with the normal school, and adjoining the building, is the Clergy Orphan Home.

In the practising schools there were present 101 girls and 101 infants; total, 202.

The superintendence is very careful, and the behaviour (with one exception) very good.

The report of the medical officer respecting the health of the students was given in the report.

The staff includes—

Rev. H. C. Stubbs	Principal.
Mr. Baker	Normal Master.
Mrs. Baker	Lady Superintendent.
Miss Goddard, Miss McLelland, Miss Leicester, Miss Kewley	Governesses.
Mr. Thompson	Teacher of Drawing.
Mrs. Sedgewick	Housekeeper.

The committee whom we met consisted of the Very Rev. the Dean of Chester, Chancellor Thurloe, Rev. Canon Hornby, the Archdeacons of Chester and Manchester, the Revs. W. Quekett, Clayton, and Hopwood.

This institution is very carefully conducted, and Mr. and Mrs. Baker bring to bear upon the work great energy and acquired knowledge. The Principal (who lives in the Clergy Home, and in which he acts as chaplain) undertakes not only a large portion of the religious teaching,

but also a part of the teaching in method. He is also present at a large number of the lessons given by the students in the practising schools.

The teaching of the governesses is given with earnestness and ability.

WHITELANDS.

Visited on the 7th June, and following days, and again on the 8th November, &c., with Rev. J. G. C. Fussell, H.M. Inspector.

The number of students in residence, 102; viz., 52 in second year, and 50 in first year.

The buildings are well arranged, airy, and spacious, and include practising schools under four separate mistresses. The number of children in attendance is amply sufficient for the full exercise of the students under training.

The medical officer, in reporting upon the health of the students, writes: "My general belief is that the excellent order, regularity, good "food, ventilation, and other sanitary arrangements of the college do, "on the whole, greatly improve the condition of those who enter, a fact "abundantly verified by the periodical returns of the medical examina-"tions." At the same time I find that three have left from ill health. The medical officer assures me that such illness is no sign of the work being too much, or that the health has suffered from the work. He considers that the feeble would not have been less feeble under other circumstances.

Mrs. Harries and her sister pay great attention to the supervision of the students, and their behaviour, on the whole, is well reported of. One student did not return after Easter vacation, having married without the knowledge of the training school authorities.

The staff includes—

Rev. Harry Baber, M.A.	Chaplain and Secretary.
Rev. E. Worlledge	Lecturer.
Mrs. Harries	Superintendent.
Miss Gillott, Miss Stanley, Miss Deane	Governesses.
Miss Rees	Mistress of Drawing.
Mr. May	Teacher of Singing.

The committee whom I met consisted of J. Abel Smith, Esq., Sir Thos. Waller, Bart., Revs. R. Burgess, J. H. Hamilton, H. Howarth, and the Chaplain.

Whitelands exhibits year by year the same steady perseverance on the part of the officers of the institution. I should have been glad to recognize the appointment of an additional governess, but I am informed that the subject has received mature consideration, and, for the present at any rate, there is a wish expressed on the part of some of the officers of the establishment to continue with the present staff. The only change during the past year has been that Miss Deane has succeeded to the place of Miss Bailey. The accounts received from the students after they leave the college is stated to be most satisfactory. It is not possible to pass any time in this institution without being impressed with the careful arrangements made for the moral and religious training of the students.

There is a very fair library of books of reference, and of school books, attached to this institution.

REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, J. BOWSTEAD, Esq., M.A., late Fellow of Pembroke College, Cambridge, *on the* NORMAL SCHOOLS *of the* BRITISH AND FOREIGN SCHOOL SOCIETY *in the* BOROUGH ROAD *for* SCHOOLMASTERS, *and at* STOCKWELL *for* SCHOOLMISTRESSES.

MY LORDS, April 1870.

Inspection aided by Mr. Scoltock.

IN pursuance of my instructions I devoted the last week of October 1869 to the inspection of the two metropolitan normal schools supported by the British and Foreign School Society, one of which, appropriated to the training of schoolmasters, is carried on in the well-known and long established premises in the Borough Road, whilst the other is reserved for future schoolmistresses, and is established in a handsome and recently erected college at Stockwell.

In the discharge of this duty I had the valuable assistance of my colleague, Mr. Scoltock, and in the division of labour which is rendered necessary by the multiplicity of details to be reported upon it fell to his lot to be chiefly engaged at Stockwell, whilst my own attention was principally given to the institution in the Borough Road. Before separating, however, we made a joint survey of both sets of premises, and jointly inquired into the general arrangements of each establishment.

Conference with committees.

We also met together for the purpose of conferring, first, with a committee of ladies at Stockwell, and subsequently with a committee of gentlemen at the Borough Road. These committees were not perhaps so numerously attended as might have been desired, but those who were present displayed a genuine and lively interest in the welfare of the respective institutions, and we recognized in every one of them a hearty disposition to make any improvements and adopt any arrangements which, upon mature consideration, might seem to be desirable. The impression left upon my own mind by these conferences was that such interviews may be rendered exceedingly valuable, and that, if any material changes should have to be effected hereafter, a little frank personal intercourse would probably do more to conciliate all the parties concerned than a ream of correspondence.

With respect to both institutions it is to be observed that answers on every question of detail are transmitted to your Lordships by Mr. Scoltock and myself in the printed forms forwarded herewith to the Education Department, and we do not think it necessary to recur to every of one these details in the present report. But there are some points upon which

it is usual, as well as important, to record our impressions, and upon these we proceed to make the few remarks that appear to be required by the circumstances of the time.

Borough Road.

State of premises.

The condition of these premises at the date of our visit appeared to me to be better than I had ever known it to be before. Order and cleanliness and careful attention to sanitary considerations were conspicuous in every part. A couple of large class-rooms belonging to the practising school, but not closely adjoining it, had been recently taken from it and applied to other purposes; the one being fitted up as a recreation room and the other supplied with a very complete and well-arranged set of offices. The offices in the basement of the building had at the same time been removed, and replaced by baths; and the whole improvement thus effected had obtained the marked approbation of the medical officer of the establishment, as will be seen on reference to his letter, printed in a subsequent part of this report. A day room for the students is still wanted, and if that very important requisite were satisfactorily supplied, as, I trust, it soon will be, the establishment would seem to possess all the domestic accommodation attainable in such a situation.

Day room wanted.

Staff.

The teaching and superintending staff of the college remains exactly the same as it was when Dr. Morell reported upon it last year. It is an excellent staff, and does its work most thoroughly. But its industry must have been severely taxed during the past year, and as the number of students has increased of late, and seems not unlikely to stand henceforth at the maximum allowed by the dimensions of the building, it has become necessary to make some addition to the regular teaching power, and a second tutor has accordingly been engaged for the current year.

Lessons, recitations, and reading.

The lessons, recitations, and reading of the students, which occupied a large portion of the week, were quite as satisfactory on the whole as I have ever known them to be. They afforded evidence of careful training and thoughtful preparation. The merits of individual students varied greatly, some of the best appearing to me to do their work excellently, whilst a few of the feeblest could not be classed as more than moderate. But there was nothing like an absolute failure in any case. The criticism lesson which I heard must, I think, have been above the average. The remarks of the students, who were called upon to criticize it, were very sensible and made in a good spirit; and the summing up by Mr. Curtis, the Principal, was calculated to show how useful and suggestive an occasion of this kind can be made.

Practising school.

The arrangements for attendance on the part of the students in the practising school are substantially the same in most respects as they have been for some time past. Mr. Langton, the master, has been kind enough to write me a full account of them, but in the absence of any new feature of importance it seems hardly necessary to quote his statement at length. The practising school itself has been somewhat diminished in size. Two unattached class-rooms, in which the junior classes used to be taught, have been taken from the elementary school and appropriated, as already mentioned, to other purposes; and the consequence is, that the school, which used to contain about 600 boys, now contains about 450. I am speaking in round numbers, and without reference to the returns. For it is certain that the school in its present state is quite large enough for all practical purposes.

Model school a desideratum.

There is an addition indeed which is much to be desired, but that is not an addition to the practising school. It is the addition of a *model* school of moderate size, say, for 100 to 120 boys, which should be conducted, as nearly as possible, in the way in which a school of similar size in the provinces would have to be conducted, and in which every student should be called upon to spend sufficient time to make himself thoroughly acquainted with all the details of its management. I am quite aware that great pains are taken in this institution to made every student well acquainted with the Revised Code, and all the points necessary to be attended to in order to pass a successful examination and obtain a grant. But I find, nevertheless, in my annual progress through the schools, that young teachers go forth from this as well as from other normal schools in a state of ignorance upon matters of detail which is perfectly astonishing, and which often causes no little embarrassment to the inspector as well as to themselves. This results, I have no doubt, from their own carelessness and inattention; but perhaps the existence of a model school of moderate size, into which students would be sent not for the purpose of teaching, but in order to see and note and report quietly upon all its methods and minutest arrangements, would help to fix their attention upon the many small matters which are important in practical school-keeping, and might thus spare them some subsequent blunders and humiliations. The dimensions of the present practising school are too large to be grasped at once by a raw youth from a village or small country town, and even if its plans were fully comprehended, there is not one student in a hundred who would have to take charge of so large a school on leaving the institution. The organization

of a small model school, such as I have suggested, would be much more instructive in the great majority of cases, and as I am quite sure that the committee of the British and Foreign School Society are sincerely anxious to render their normal establishment as efficient as possible, I venture to submit the practicability of this addition to their serious consideration.

Health.

With respect to the health of the students in this institution during the past year, I am happy to find that it has been satisfactory on the whole. I append the report of the medical officer:—

"Sir, "40, Newington Causeway, S.E., Oct. 30th, 1869.

"I beg to report, as to the healthy condition of the students at the Training College, Borough Road, for the year ending Oct. 30th, 1869, that although a considerable number have been attended, it has been, in every case except one, for purely trifling and temporary ailments, such, for instance, as headaches, disturbed stomach or bowels, colds, and the like. One only was serious, Dickinson (a case of hæmoptysis), and he has, I believe, quite recovered, and is again at work.

I beg also to be permitted to say how much gratified I am at the very excellent changes made lately in favour of the health and recreation of the students. I refer to the recreation rooms, to the baths and closets, and to the vastly increased sweetness and cleanliness of the basements.

"(Signed) William Rendle,
"Surgeon to the College,
"and late Officer of Health of the Parish."

Results of last examination.

An annual official examination of the students was held here, as at all the other normal schools, aided by the Education Department, in December last, and the results have now been ascertained. Out of 41 students of the second year, nine were in the first division, 13 in the second year, 17 in the third, and one in the fourth, whilst one failed altogether. These figures compared with those obtained in other institutions are decidedly creditable on the whole, although in former years, a larger amount of success may often have been recorded. No other normal school for males this year had so many students of the second year in the first division, nor had any other so large a *proportion* in that position, except Culham, which with eight candidates secured three places in the first division. But the students of the first year were decidedly more successful than their seniors. For out of 48, 19 were in the first division, and 29 in the second, whilst none either failed or fell into the third or fourth divisions. No other normal school for males had so large a *proportion* of its first year candidates placed in the first division, except the Westminster Wesleyan, which had 16 out of 36 in that position.

First year's work better than that of the second year.

The difference in point of success between the students of the first and second years becomes remarkable, when it is

considered that they are invariably instructed in each subject by the same tutors. Take, for instance, the subject of geography. No student of the second year obtained a mark of *excellent* or *good*, and only 2·44 per cent. of them obtained that of *fair*. But in the first year, 29·17 per cent. attained to *excellent* or *good*, and an additional 56·25 per cent. attained to *fair*. Thus the first year students appear to have done better than those of the second year in the proportion of 85·42 to 2·44; and yet, though the questions were different, the tutor was the same. Similar remarks are applicable to history, arithmetic, and some other subjects, and it is not easy to account for such anomalies. But they are not limited to this institution; taking the male training schools as a whole, the first year students did much better than those of the second year in December last, and the same may be said of the examination in December 1868, though the difference at that time was not quite so marked.

Attempt to account for this difference.

If we should attempt to account for this state of things, it would seem that we might do so in two ways: either the course of study appointed for the second year must be too extensive and difficult, or else there must be something in that course which tends to discourage, or at least fails duly to stimulate, the exertions of the students and tutors during that second year. Now I do not think it can be said with any degree of truth that the second year's course of study is too extensive. It is, in fact, almost entirely limited to the subjects dwelt upon in the first year, and the object of this second year's course as at present arranged seems to be not to widen the knowledge of the students by turning their attention to new fields of information, but only to deepen their acquaintance with things already learnt in a more or less imperfect degree. That it is in itself very desirable thus to deepen and render more perfect their knowledge of subjects already handled no one will deny. But there may be a question as to the time when this deepening process should be undertaken; it is not easy to make it an interesting process at any time, and if it be attempted immediately after the first course of study has been gone through, without allowing any interval for application to other lines of thought, it is not unlikely to be unfruitful. To go over an old subject with the new lights derived from some more extended course of study is often very instructive. To spend a second year in merely amplifying what has been acquired in the first, and without having had any opportunity of developing a wider range of intelligence is apt to be fatiguing and uninteresting. I fear that this is more or less the case with the second year's course in our normal schools under the present system. Some years ago, when the new subjects for the second year's study were

extensive and important, the results of the second year's work were highly satisfactory on the whole. At present, so far at least as I have been able to ascertain, those results are not by any means equally gratifying.

Stockwell.

The following letter, kindly addressed to me by my colleague, Mr. Scoltock, contains all that it is necessary to say concerning this Institution:—

"Sir, "April 1870.

"In company with yourself I had the honour of visiting the training colleges connected with the British and Foreign School Society during the week beginning Monday, 25th October 1869, and in accordance with your instructions I inspected the training school for mistresses at Stockwell. As we together went over the buildings, it is needless for me to say much on that point, as I feel sure you will bear witness to the completeness of the arrangements. However, I would venture to call to your notice the establishment of a gymnasium, which will doubtless be a great source of amusement as well as of health to the students. The lecture hall has also been thoroughly warmed, and this, in my opinion, is a very decided improvement, for formerly, during severe weather, the room was extremely cold, in fact, so cold as not only to interfere with the comfort, but also with the power of work, of the students. Buildings and arrangements.

"The dormitories are in excellent order, and due supervision is exercised by responsible persons having bed-rooms on the same floor with the students. The dormitory regulations issued by order of the committee are very practical; such as that every student is to leave her room neat, that no wearing apparel or other article is to be left on the bed, but everything must be laid in its appointed place. Among the general regulations I find the following memorandum:— Dormitories and general regulations.

"'The ladies' committee wish it to be distinctly understood by all candidates for admission that they consider neatness and plainness of dress incumbent on those who undertake the instruction and training of the young, and it is the express wish of the committee that no flowers, ornaments, or other finery should be worn.'

"I had an interview with the medical officer of the college, and his report is as follows:— Health.

"'Sir, "'185, Clapham Road, Oct. 29th, 1869.

"'I beg leave to state that the health of the college in Stockwell Place during the last twelve months has been good, the cases under my care having consisted of ordinary ailments of mild character and brief duration, with the exception of five, which I will notice separately.

"'Miss Nasmyth, in the beginning of February, exhibited decided symptoms of pulmonary phthisis. Her case was remarkable for the shortness of the tubercular stage, and the rapid formation of vomicæ, insomuch that when she left the college in the middle of April the upper third of the lung was breaking down, and I heard six or eight weeks ago that her end seemed fast approaching. Miss Gibbins, in March, fell into a state of general ill-health, accompanied by severe depression of the nervous system. Miss Polden and Miss Ripley, in April, had both attacks of intermittent fever, followed by great chronic debility. These students, being quite disabled for carrying on the work of the college, went home by my advice, and have not returned. Miss Jones suffered seriously from capillary bronchitis, with pulmonic congestion,

and from rheumatism, the first disease dating from the commencement, the second from the last week, of September. She is now out of college on sick leave, as is also Miss Fryer, with the particulars of whose case I am not acquainted, as she was taken ill at home and received medical attention there.

"'Yours, &c.

"'LORAINE WEAVER,

"'Medical Officer to the Female Training College in Stockwell Place.'

Diet and exercise.

"Connected with health, are the hours for recreation, and the question of food. The time allowed for exercise seemed adequate, and it varies (as should be the case) with the seasons of the year; the food is simple, good of its kind, and nutritious. From personal observation, as well as from diligent inquiry, I am bound to state that I consider that the students are well cared for in every respect.

"TEACHING.

Staff of teachers, and their several departments.

"Miss Steele gives lectures on criticism, school management, and arithmetic. Among other subjects I heard a criticism lesson, and was struck with the clearness of arrangement and acuteness of observation which Miss Steele displayed. The results of the Christmas examinations fully bear out the above remarks, for 48 second-year students were examined in teaching. Of these the per-centage was 66·66 excellent or good, and 31·25 fair; results which do great credit to the teacher and the taught.

"English grammar, English language, and drawing are taught by Miss Fish, who lectured in my presence upon grammar. The style was distinct, and at the same time she evidently tried to fix her observations upon the minds of the students, and endeavoured by frequent questioning to find out whether the students understood her remarks; she also encouraged them to answer questions so as to draw out the knowledge they really possessed. Miss Fish teaches drawing with marked success.

"Miss Stoker examined in domestic economy. Her lecture was of a most practical character, on income and expenditure, and I was forcibly impressed with the sound common sense and useful knowledge which she showed in her remarks, and if in after life any of the students fail to 'make both ends meet,' the fault will not arise from want of warning.

"From the results of the Christmas examination I find 48 second-year students were presented for examination, and the per-centage was 85·42 excellent or good, 14·58 fair; 49 first-year students were exa-examined, and the per-centage was 87·75 excellent or good, 12·24 fair. Such figures prove with what success domestic economy had been taught.

"Miss Gay has the difficult task of teaching reading and recitation. I must say that to hear these subjects was to me a pleasure. Miss Gay not only inculcated neatness of expression in reading, but also elegancy of tone in the recitation, and the results of the last examination show that she succeeded in her efforts.

"PRACTISING SCHOOLS.

Practising schools.

"From the reports filed by the teachers of the girls' and infants' schools, it appears that as regards the students, due provisions are made for learning to teach. In the infants' school lessons are given by the mistress in the presence of the students, as examples for their instruction, but I am led to understand that this course has not been adopted in the

girls' school. Moreover, many of the scholars in the girls' school are of a higher position and a greater age than teachers are likely to meet with in country districts, and therefore, though it may seem advisable to retain such children in the school, still I would venture to suggest that lessons should as a rule be given to other scholars rather than those in a 'select class.'

"In conclusion, I feel bound to express my thanks to Mr. Bourne and the authorities in general of the training school for the great courtesy I received from their hands, as well as for the readiness with which they answered any inquiries, met suggestions, and endeavoured to clear up all matters needing investigation.

"I have, &c.

"To J. Bowstead, Esq., "WILLIAM SCOLTOCK.
Her Majesty's Inspector of Schools."

CONCLUSION.

General result satisfactory.

From the tenour of the foregoing remarks it is apparent that, in the opinion of the officers appointed by your Lordships to inquire into the present state of these institutions, they are performing the service which they undertake in a highly efficient manner, and fully deserve a continuance of that public support which they have now for so many years been accustomed to receive. Their history, however, dates back from a period long antecedent to the time when the State first bethought itself of extending its aid to the promotion of elementary education. The British and Foreign School Society had been carrying on its voluntary and unaided work for 40 years or more before your Lordships' Minutes of 1846 enabled it to place its schools in connexion with the Government, and to obtain that annual assistance which has since contributed so largely to increase the extent and efficiency of its operations. In the course of this long period it has sent out at least 5,000 trained teachers, about 2,500 of each sex, besides many others who have received partial instruction and been more or less imbued with its principles and methods; and there are now fully 2,000 primary schools in connexion with the Society, whilst a good many others are conducted on the same principles, though not owning any direct connexion or allegiance. In many of our wealthiest and most populous towns, if inquiry be made as to which is the largest and most popular elementary school in the place, it will be found that it is a British school; and in many of our great centres of industry, the British school, or a school on similar principles, is the only one that finds favour with the toiling multitude.

Duration and extent of operations of British and Foreign School Society.

Principles of that Society.

It concerns us therefore to inquire what are the peculiar principles of the British school; and happily we have a very clear answer furnished by the Society itself. In a pamphlet still in circulation, though its last edition is dated as far

back as 1854, entitled "Plain Directions for the Establish-
" ment of Schools on the plan and principles of the British
" and Foreign School Society," the opening passage is as
" follows:—

PRINCIPLES.

" The following are considered fundamental principles of the Society:
" I. That in all schools established in connexion with, or assisted by, the British and Foreign School Society, the Holy Scriptures, in the authorized version, or extracts therefrom, shall be read and taught daily.
" II. That no Catechism, or other formulary peculiar to any religious denomination, shall be introduced or taught during the usual hours of school instruction.
" III. That every child attending the day-school shall be expected to attend the particular place of worship, or Sunday school, which its parents prefer.
" These great general principles being observed, all other matters, whether relating to the government of the school, or the extent of instruction imparted, fall under the direction and control of the Patrons or Local Committees."

In Appendix D to the same pamphlet we find the following passage, which may be taken as explaining what the Society means, and what it seeks to attain, by directing that the Bible shall be taught as well as read.

" The Scriptures will be daily read, and great pains will be taken, not only to explain and enforce the precepts of that sacred volume, but also to make the children love them, and receive them as the guide of their lives. None of the teaching will, however, be of a controversial kind, nor will there be any attempt to inculcate the peculiar doctrinal tenets of any class of Christians."

Can education be at once religious and unsectarian?

This Society then aspires to give an education which shall not only be really religious in the best sense, but shall also be entirely unsectarian, and as it has held the same views from its commencement, and is just upon the point of convening its 65th Annual Meeting, it must have persisted in this aspiration for something like two-thirds of a century. Yet its system is one to which ingenious men are able to find a thousand theoretical objections. Such objections indeed have been urged with great pertinacity of late, and one very high authority (the Bishop of Peterborough) has demonstrated, to the entire satisfaction of a large body of sympathizers, that an education which shall be at once religious and unsectarian, is an utter impossibility. He lays down this dictum,—" One of two things is certain—either the teach-
" ing in their schools will be sectarian if it contains any
" religion whatsoever, or it will be purely secular by ex-
" cluding religion altogether,"—and his speech, containing this and other equally startling propositions, is circulated through the country by an organized body calling itself the " National Education Union."

Unsectarian religious education successful in practice.

It is hardly within my province to impugn the speculative propriety of this dictum, laid down by an authority of so much weight, or the logical grounds upon which it is based. It is directly opposed to the system of the British and Foreign School Society, and to the principles on which that Society has endeavoured to educate two complete generations of men. But I am not the advocate of this particular Society, or of any special plan for overcoming the religious difficulty. I am only anxious that the difficulty should be thoroughly overcome by some means or other, and that a united education of the working classes of all denominations should be rendered everywhere possible. In the interest of truth, however, I feel bound to compare fact with theory, and to state the practical results of my long connexion with British schools. Those schools have formed a large majority, though not the whole, of the schools under my inspection during the last 18 years; and so far from having found the realization of their plan of giving a religious yet unsectarian education, to be an impossibility, I have found it everywhere working most smoothly and most satisfactorily. I have found teachers of every Protestant denomination, churchmen as well as dissenters, in charge of British schools, and I have never known one of them accused of endeavouring to implant in the children's minds the peculiar tenets of his own sect. It happens quite as often as otherwise that the teacher belongs to one denomination, while the bulk of the managers of his school belong to another, and yet I have never known any religious difficulty to arise out of that circumstance.

Nor has the difficulty been smoothed over by any sacrifice of the religious element. In the great majority of British schools, Scripture lessons are regularly given. There are a few schools, calling themselves British, which decline to carry out the whole British programme, and confine themselves to a literal compliance with the Government requirement, that the Scriptures in the authorized version shall be read daily (not taught). But these are exceptional cases, and in the great bulk of the schools of this class, the Scripture lesson is a matter of great concern to the managers, and is very carefully attended to.

It is true that it has never been a part of my official duty to examine the children in religion, or to report upon the working of the British plan of Bible instruction. But I hear many Bible lessons, the teachers being often desirous of giving such lessons as specimens of their teaching, and I find it impossible to discuss school affairs with the parties engaged in them, without having my attention drawn constantly, though not officially, to the important question of

moral and religious training. I feel confident therefore that, if any serious religious difficulties had been prevalent among the schools which I inspect, they could not altogether have escaped my notice, and I regard their absence as being very significant. It seems to me that a long familiarity with the successful working of a class of schools which seek to teach, and do effectually teach, religion, without teaching sectarianism, is more to be relied upon than any number of theoretical objections to such a scheme, however forcibly those objections may be stated, and however high the authority which sanctions them; and therefore I feel justified in declining to be bound by the "*non possumus*" of the National Education Union. I believe, on the contrary, that any one who really wishes to give unsectarian religious instruction to children will find it perfectly easy to do so, and I shall be rather surprised if he do not find also that it is just the kind of religious instruction which is most suitable for them.

It is this kind of teaching which is sought to be promoted by the society upon whose normal schools I have the honour to report. That society has been engaged in promoting such teaching almost ever since the beginning of this century, and it cannot be said with any show of reason that its operations have been either insignificant or unsuccessful.

I have the honour to be, &c.

J. BOWSTEAD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1869, *by Her Majesty's Inspector,* C. H. ALDERSON, Esq., *on the* NORMAL SCHOOL *for* SCHOOLMASTERS *at* BANGOR.

MY LORDS, February 1, 1870.

IN accordance with my instructions I visited the Bangor Normal College in the last week of October 1869.

I found the building, which is particularly airy and cheerful, in good order throughout. A considerable sum has been expended in repairs during the past year. The domestic arrangements are under the care of Miss Grace Roberts, and appear to me very satisfactory.

There has been no change in the college staff since the last inspection. The Rev. Mr. Rowlands, the principal, conducts the correspondence, and is responsible for the general superintendence of the college. The Scripture lessons are given by him, the rest of the instruction the vice-principal and tutor divide between them. Mr. John Price undertakes the following subjects:—

Grammar.	Reading.
History.	Repetition.
School management.	Composition.
Criticism lessons.	Latin.
Geography.	

The total amount of hours allotted to these subjects in each week is 31½ hours.

Mr. John Thomas, tutor, is charged with the instruction of the following list of subjects:—

Arithmetic.	Economy.
Algebra.	Writing.
Geometry.	Mathematical geography.
Music.	

The total time in each week devoted to these studies is 29½ hours.

Mr. Price and Mr. Thomas both gave lectures in my presence to the students of each year, the first on history, and the latter on algebra and Euclid. These lectures were given very effectively, and appeared to me of a very useful character. Mr. Price gave a criticism lesson also to the first year students.

Criticism lessons.

I observe in the time-table that six hours are allotted in each week to this exercise. I have no doubt that this is no more than is required for it under the circumstances, the practising school being separated by some distance from the college, so that the students have to go and return, which

takes time. I am disposed to think, however, that the space which this study necessarily occupies in the time-table implies a somewhat exaggerated estimate, by no means peculiar to Bangor training college, of its value. Something is to be gained, no doubt, from the dissection under skilful guidance of a specimen lesson; but I question whether the benefit is not attended with mischievous effects. The tendency of criticism lessons seems to me this,—to fix the student's attention too much on the mere machinery of teaching, and too little on its object and end. They stimulate a finical and pedantic anxiety to be correct in method and form; whereas the grand aim of a teacher should be to penetrate the learner's mind anyhow, and compared with this, the mechanism of a lesson is a matter of very secondary importance. Let me give an illustration, from one of the papers worked in the last Christmas examination. A candidate is asked how a certain subject should be explained to a class of children: her reply is,—"I should make use of the "catechetical picturing-out exhibitory explanation." I think that the teaching in after life of this young person would probably be more efficacious, if she brought to the task of a village schoolmistress a mind and memory less encumbered with this technical jargon. The characteristic weakness of certificated teachers (a most useful and efficient body) seems to me to be their fanatical belief in machinery. So long as their methods are irreproachable, and their arrangements modelled on the newest and most approved patterns, they have a comfortable assurance that all must go on well; not realising, until perhaps some serious breakdown comes to enlighten them, that instruction may be very scientifically organised, and yet fail to reach and impress the scholars' minds; in a word, that a thing may be very well taught, and yet very ill learnt. I am far from attributing to criticism lessons alone the finical habit of mind, and over-reliance in machinery pure and simple, which among other excellent qualities may be perceived in the trained teacher. But I think that the two things are in a measure connected; they have an influence in that direction, which requires to be watched and counteracted. Useful up to a certain point they seem to me to belong rather to a past phase of education than to the present. Under the Revised Code, nine-tenths of a teacher's labour is devoted to the drudgery of the elements. For this very rough-and-ready methods suffice. There is not time or opportunity to balance the merits of the "picturing-out exhibitory" process with those of other exegetical niceties. Let me repeat, before leaving

this head of my report, that these remarks on the scope and tendency of criticism lessons are intended to apply to that branch of training generally, and not at all exclusively to the particular lesson given in my presence at Bangor, which in point of ability and good sense was fully equal to any I have heard elsewhere.

No. of students.

I found 19 students of the second year in residence, and 12 students of the first year. One of the students of the first year had been absent for three months on account of illness. The following is the report of the medical officer of the college:—

"Menai Bridge, Oct. 28, 1869.

"The health of the students of the Bangor Normal College from August to the present date has been very good. The only case of importance was one of quinsey. The patient now is well.

(Signed) "LEWIS JONES, L.R.C.S."

Speaking of the earlier half of the year, from January to July, Mr. Humphreys, temporarily in charge of the health of the students, reports the college free from all contagious, epidemic, and other diseases.

Preparatory class.

The college is capable of accommodating 41 students, so that it cannot be said to be full. With a view to attract desirable candidates for admission, a preparatory class has been opened, in which young men receive instruction in the prescribed subjects. They do not, however, as at Westminster Wesleyan Training College, live within the establishment during the period of their preparation. I am disposed to regard temporary residence within the college walls as an essential condition of real success in the working of a preparatory class. It will probably consist for the most part of young men who, with an honest desire to adopt the profession of teacher, are painfully conscious of the disadvantage at which they stand compared with candidates who have been pupil-teachers. They feel themselves to be, in a certain sense, interlopers and outsiders; and this feeling tends to discourage their efforts. To remove, or, at least, to diminish it, something more than a mere external connection with the college, through the medium of the lecture room, seems to be needed. Where it is feasible, a temporary but complete incorporation into the body of the college seems to me a better and more beneficial arrangement. It is no disparagement to the value of the intellectual advantages which a training college affords to say that contact with the social life and daily round of the student has a powerful influence in strengthening the resolution and stimulating the industry of members of a preparatory class. I see no reason why the cost of maintaining such a class should fall wholly on the

college. At Westminster the entrance fee of 4*l.* is required; so that the preparatory class contributes to its own maintenance. The admission fee for *students* has recently been abandoned at Bangor. I do not know how far it would be practicable to require a fee from members of a preparatory class; but the applicant for preliminary instruction is in a different position from a student, and considering the special nature of the privilege accorded to him, might not unreasonably be expected to pay a small sum for it.

The following is the time table of students' work for the last year:—

GENERAL ROUTINE.

For exceptions, *see* "CLASS TIME TABLE."

Time.	Employment.	Time.	Employment.	Time.	Employment.
7	Roll call.	12 to 1½	Recreation.	6½ to 8	Class.
7 to 8	Private study.	1½ to 1¾	Dinner.	8 to 8¾	Recreation.
8 to 8½	Prayers.	1¾ to 2	Recreation.	8¾ to 9	Supper.
8½ to 8¾	Breakfast.	2 to 5	Class.	9 to 9½	Prayers.
8¾ to 9	Dressing for the day.	5 to 5½	Tea.	9½ to 10½	Private study.
9 to 12	Class.	5½ to 6½	Recreation.	10½	Retire.

TIME TABLE.

The letter P. stands for "Principal," V.P. for "Vice-Principal," T. for "Tutor," D.M. for "Drawing Master," and M.P. for "Master of Practising School."

Day.	Hour.	Teacher.	2nd Year Class.	Teacher.	1st Year Class.
Monday.	7-8	T.	Algebraical exercises	- - -	Private study.
	9-10½	V.P.	Grammar	T.	Arithmetic.
	10½-10¾	"	Reading	"	Writing.
	10¾	T.	Algebra	V.P.	Grammar.
	11¾-12	"	Writing	"	Reading.
	2	V.P.	Reading	T.	Economy.
	3	"	Composition	"	Writing.
	3¾	T.	Writing	V.P.	Composition.
	4-5	"	Astronomy	"	Reading.
	6½-8	"	Music	T.	Music.
Tuesday.	7-8	- - -	Private study	- - -	Private study.
	9-10¼	V.P.	History	T.	Euclid.
	10¼-11½	"	Reading	"	Writing.
	11½-12	T.	Euclid	V.P.	History.
	2-2½	V.P.	Criticism lessons	T.	Writing.
	2½	"	" "	"	Economy.
	3½-5	"	" "	"	Algebra.
	6½-8	D.M.	Drawing	D.M.	Drawing.
Wednesday.	7-8	V.P.	Reading	V.P.	Reading.
	9-10¼	"	School management	T.	Arithmetic.
	10¾	"	Reading	"	Writing.
	10¾	T.	Arithmetic	V.P.	School management.
	11¾	"	Writing	"	Reading.
	2	- - -	Half holiday	- - -	Half holiday.
	6½-8	- - -	Private study	- - -	Private study.
Thursday.	7-8	- - -	Private study	- - -	Private study.
	9-10	V.P.	Grammar	T.	Euclid.
	10-11	T.	Euclid	V.P.	Grammar.
	11-12	P.	Bible lesson	P.	Bible lesson.
	2	T.	Writing	V.P.	Criticism lessons.
	2¾	"	Economy	"	" "
	3½-5	"	Mathematics	"	" "
	6¼-8	D.M.	Drawing	D.M.	Drawing.

Day.	Hour.	Teacher.	2nd Year Class.	Teacher.	1st Year Class.
Friday.	7–8	T.	Algebraical exercises	-	Private study.
	9–10½	V.P.	History	T.	Arithmetic.
	10½	„	Reading	„	Writing.
	10½	T.	Algebra	V.P.	History.
	11½	„	Writing	„	Reading.
	2–3	„	Music	„	Reading and composition.
	3–4	V.P.	Reading and composition.	T.	Music.
	4–5	P.	Bible lesson	P.	Bible lesson.
	6½–8	M.P.	Revised Code and registers.	-	Private study.
				V.P.	Repetition.
Saturday.	7–8	V.P.	Repetition		
	9–10½	T.	Economy and essays	„	Latin.
	10½	V.P.	Geography	T.	Economy.
	6½–8	-	Private study	V.P.	Geography.

All that I saw of the practising schools would lead me to the conclusion that there has been great improvement in their condition and management under Mr. Williams, the present master. The following is his report on the practical training of the students:— Practising schools.

"By the end of the year the second year students will have spent each three weeks at the practising school, and the first year students one month. The latter remain at school during two periods of a fortnight each, while the former, when their second turn comes, remain at the school only for a week. During the first fortnight, the student has, generally speaking, the sole charge of one of the junior classes, the progress of which is carefully tested the last day he is with it, and recorded in the school log book for future reference. The second time he comes down he is placed over a senior class which also is examined at the expiration of the fortnight (a week in the case of the second year students), the result being as before recorded in the log book. Besides the ordinary gallery and other lessons which the student of necessity delivers from time to time to his own particular class, he is frequently asked to give a collective lesson in the presence of the head mastsr to another class than his own, the chief defects and merits of which are afterwards privately pointed out to him by the head master. It has been been found impracticable quite to make the second year student during any part of his attendance at the school responsible for its general management, but with the view of giving him an insight into the ordinary business of an elementary school, during the last week of his attendance, his practice is varied as much as is possibly convenient. A report on the teaching of each student is drawn up when his practice terminates and entered into a book kept for the purpose, which is handed to Her Majesty's inspector at the time of his visit in October to assist him in forming an opinion as to the professional worth of each student. As the master of method the teacher of the practising schools attends the training college every Friday evening to deliver lectures to the students on matters of school management. These lectures are meant to be in supplement and explanation of the teaching at the practising school, and will naturally be more special than those delivered in the course of the year by the vice-principal.

(Signed) "THOS. MARCHANT WILLIAMS."

Mr. Williams' reports on the teaching powers of the students were before me, as each taught, and I found them

of much use in judging of the teacher's merits. His plan of making the progress of the class, as ascertained by his own personal examination, the test of each student's efficiency and diligence as a teacher strikes me as particularly judicious.

Second year students' teaching.

A large portion of my time and attention was devoted to the hearing of the lessons given by the second year students, 19 in number. All of them had been very carefully prepared, and, considering the difficulty of language and pronunciation which a Welsh student has to overcome, were well delivered. They struck me, however, as all similar exercitations to which I have listened in other training colleges have done, as partaking too much of the character of *lectures*. In truth, it is difficult for a student upon such an occasion not to lecture. Where the preparation is all on one side, and the subject to be expounded something quite unfamiliar, presenting to the boyish apprehension features of considerable complexity, it is difficult for instruction to preserve the character of a lesson. The relation between the teacher and his class glides insensibly into the relation which exists between lecturer and audience. A class of children suddenly confronted with elaborate diagrams and illustrations of the pump or the barometer (two favourite subjects with students) can hardly be expected to do more than sit, and listen, and admire, while the teacher, like the blessed Glendoveer, has the talking all to himself. With the exception of one or two sharp scholars, they act as dummies. It is not to them, so much as to the Government inspector, that the lesson is addressed, upon whose mind the student-teacher is naturally anxious to produce the most favourable impression. For him, more than for the children, the lesson with its scheme, evolution, illustrations, and recapitulations is intended. But this gives a painful air of unreality to the performance, because a lesson in which the class drop, as it were, out of view is very much like the play of Hamlet with the part of Hamlet omitted. A more serious objection to these show lessons is that they supply a very superficial test of a student's teaching powers. Proof of his ability to stand up before a class and rehearse a lesson which he has been preparing for weeks, seems to me hardly needed. And, practically, this is all that is gained by the ordeal of teaching before the inspector in its present shape. There is even some risk of injustice being done to individuals, since natural advantages of voice or manner count for much in an exhibition of this kind, and may eclipse more sterling merits. The only real test of teaching, the teaching that is wanted in an elementary school is the amount of impression which it leaves on the scholars' minds, and of this the set lesson which the second

year student is called upon to deliver affords but little evidence. The lesson which the young teacher is required to give at the end of his second year of probation is a very different affair. That is a reality. He is found in the midst of his work, surrounded by trustworthy evidence of its quality, he teaches on some subject which falls strictly within the limits of the school routine, and the judgment of his teaching powers is mainly determined by the character of the children's answers. I think that the official report on his practical skill might be safely deferred till then.

Reading and recitation.

The reading and recitation of the students of both years were satisfactory. With regard to the latter exercises too much stress cannot be laid on the expediency of making it intelligent as well as word-perfect. A thorough knowledge of the meaning of the phrases and expressions which occur in it should go hand in hand with the recitation. Unless this is secured, the main object of the exercise which is to stock the memory with a few choice extracts from standard authors is not likely to be effected. One student was somewhat at a loss to explain the meaning of Dryden's line,—

"He left not faction, but of it was left;"

but upon the whole, the subject-matter of the recitations seemed to be well understood, and I was glad to observe that this point had not been neglected.

Results of last Christmas examination.

Since the date of my visit, the results of the recent Christmas examination have been made known. I regret to find that the brilliant success achieved by the second year students of last year has not been maintained by the second year students of this. There are no *failures;* nor has any student fallen into the fourth division. Beyond this, there is not much ground for congratulation. Of the 19 second year students presented for examination, none were placed in the first division, 10·52 per cent. only in the second division, and 89·47 per cent. in the third. Comparing this result with that obtained in the examination by the second year students in all the other normal schools for masters in England and Wales, I find that there are only two colleges, those at Chester and Durham, which have a smaller per-centage of students in the two higher divisions. The proportion of second year students placed in the third division is larger at Bangor than in any other college; although in the two training colleges just named, each of which has students in the fourth division, the per-centage of students in the *two* lower divisions is greater than at Bangor. Compared with the other two normal schools in Wales, in

neither of which has any second year student been placed in the first class, Bangor has a less per-centage than either the Carnarvon or the Carmarthen normal school in the second division, and a larger per-centage in the third division. On the other hand, no Bangor student of the second year falls into a fourth division, as is the case at both the other Welsh colleges. Upon the whole, the result of the examination of the second year students cannot be pronounced to be satisfactory. This is matter for regret as well as for serious consideration, but I am not disposed to endorse a remark which I notice in the last report of the Bangor Normal College committee, to the effect that the real test of the efficiency of a college is the competency evinced by its students in the final examination. To the student, no doubt, the examination of the second year is the more important of the two; but considering the element of risk which attends every examination, as well as the inevitable variation in the natural talent and capacity of those presented for examination it would not be fair to stake the reputation of the college on its results. The examination of the first year is an equally real, though from the nature of the case a less searching test, and in judging of the efficiency of a training institution, its results ought equally to be taken into account.

First-year students.

Turning to the result of the examination of first year students, I am glad to find that it is decidedly satisfactory. Of the 12 students presented for examination 25 per cent. were placed in the first division, 41·6 per cent. in the second, 33·3 per cent. in the third. Comparing this result with the result obtained in the same other 17 training colleges, I find that, in regard to the per-centage of students placed in the first division, Bangor stands third on the list. Only in the Metropolitan training colleges of Borough Road, and Westminster, is the per-centage in the first division greater. Compared with the two other Welsh normal schools, Bangor has a very marked superiority, showing in the first division as large a proportion as Carnarvon has in the second, while the per-centage falling into the third division is just half the per-centage placed in the third division at Carmarthen. In neither of those institutions were any first year students placed in the first division. Upon the whole, the result of the first year students' examination reflects much credit on the college, and may be said in a measure to balance the ill-success of the second year students.

As regards the several subjects of examination, the second

year students appear to have done well in music, and fairly well in composition; moderately, in the important subjects of Euclid and arithmetic. In arithmetic more than half fall below the not very brilliant standard of "*fair*," while in mental arithmetic only 21·05 per cent. succeed in attaining to that standard. But it is in grammar, geography, and history, that their deficiency is most noticeable. In the two first of those subjects no student obtained the mark of *excellent* or *good*, and a very insignificant per-centage, 5·26 only, reached even the standard of *fair*. In history no one did even fairly. I see from Mr. Fearon's last report that for several consecutive years the second year students have done badly in history. In remarking on their inferiority in this respect, he alludes to the want of books subsidiary to the study of history. I am glad to state that since his report was written a considerable sum has been expended upon additions to the college library. The ill-success in history has been, however, repeated this year. I cannot but think that the recurrence of this feature in the four last examinations points to some serious inadequacy in the preparation of this branch of study.

The students of the first year did very well in arithmetic, no less than 91·66 per cent. reaching the standard of excellent or good, and no one falling below the standard of fair. In Euclid they did well, a very trifling per-centage falling below the degree of *fair*, while a large proportion reached the standard of *good*. In mental arithmetic and economy, no one reached even the standard *fair*. In school management they did pretty fairly. The same weakness which runs through the grammar, geography, and history of the second year students is noticeable in the grammar, geography, and history of the first year students, though in a less degree. Upon the whole the most salient feature in the examination of the first year students would seem to be their brilliant success in arithmetic.

Drawing prizes.

The drawing grant made to the college in the course of the last year has been appropriated by the committee in the following manner. They have resolved to offer the following prizes:—

1. To every student of the second year that attains the first division in the Christmas examination of 1869, having also gained a certificate in drawing, the sum of 2*l*.

2. To every second year student that attains the first division in the examination, not having attained a certificate in drawing, the sum of 1*l*.

3. To every student of the second year that gains a certificate in drawing, and attains the second division in the examination, the sum of 1*l.*

4. To every student of the first year that attains the first division, the sum of 10*s.*

I have the honour to be, &c.

C. H. ALDERSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, J. D. MORELL, Esq., LL.D., *on the* WESLEYAN NORMAL SCHOOLS, WESTMINSTER.

MY LORDS, March 1870.

IN company with my colleague Mr. Williams, I made the annual inspection of the Wesleyan Training School in the Horseferry Road, Westminster, during the week commencing Monday the 25th of October 1869.

Premises. The first part of our duty was to go through the whole of the premises, which we did in company with Dr. Rigg and various of the other officers. Substantially there is no alteration in the buildings since last year, but much has been done towards the improvement of those which exist. Situated near the river, in one of the least elevated parts of the Metropolis, the air is apt to become at times heavy and depressing, and not a few of the young men and women from the country have from year to year felt the influence of the change, particularly as the hot summer weather comes on. The natural agencies for antagonising these results are fresh air and exercise, and it is in these two particular respects that improvements have been introduced by the Principal into the physical conditions of the establishment. An extensive system of ventilation has been carried out last summer both in the dormitories and sitting-rooms, which, as far as we can yet judge, must greatly conduce to the comfort and good health of the inmates. A gymnasium has also been added to multiply motives for healthful exertion in the open air, and the regular periods for out-door exercise have been augmented.

Dietary. The improved dietary mentioned in the last report still continues. Milk and beer, according to the preferences of the individual, have been allowed throughout the year in addition to the original fare, and with good effect. The one or two hundred pounds spent in better living has been well compensated for by its results in the improved health and vigor of the inmates.

Health. The general health of the college, owing no doubt largely to the above-mentioned precautions, has proved during the last year to be unusually good. The cases of illness have only been two in number, and they appear to have arisen from quite extraneous causes, and stand in distinct contrast to the good health otherwise enjoyed. The report of the medical officer is as follows:—

"On the whole, the health of the students at this college has been exceptionally good during the year. Near the commencement of the first session, however, we had a case of 'enteric fever' in a 1st year's

female student, who made a good recovery. Soon after the beginning of the second session another 1st year's female student fell ill of the same disease; this has proved fatal. There is nothing in the sanitary state of the college to account for either of these cases, and it has suggested itself to me that the disease may have been taken before coming or returning to the institution. This fever has been entirely limited to the above-mentioned cases.

(Signed) "Wm. Kitchen Parker, F.R.S.,
"October 28th, 1869. Medical Officer to the College."

Instruction. The staff of teachers has undergone no change during the past year. Mr. Sugden occupies the post he has *filled* from the commencement of the institution with his accustomed sagacity and vigor, and Mr. Kinton, as I had fresh occasion to witness, still brings the results of his wide spread linguistic studies to bear very beneficially upon the practical teaching of English in all its branches. Mr. Williams, who took the opportunity of hearing some of the other lecturers, bears a similar testimony to the useful character of the lessons given in his presence. He writes as follows:—

"Mr. J. Bailey gave a lecture to the second year female students on the origin and progress of the English colonies, and treated the subject in an able and a comprehensive manner, and judiciously interspersed his lecture with questions, when he touched upon points within the reading of his pupils.

"Mr. C. Mansford, B.A., lectured to the second year men on Euclid, and explained rather a difficult part of the subject in a very lucid manner. From what I saw of his mode of conducting his class and his making his pupils apply their knowledge of abstract propositions to the solution of problems, I think geometry, which is often considered a dry subject by beginners, must be made sufficiently interesting and must be effectively taught by Mr. Mansford.

"Mr. J. R. Langler, B.A., lectured on the geography of Chili. The lecture was delivered in a very clear manner, and was full of valuable information evidently collected at great pains from the l[redacted] and best sources.

"I may add that from all I saw during my visit t[redacted]e, I am of opinion that its various officers are dischargin[redacted] in an earnest and efficient manner, and that the stud[redacted]g an excellent training for their future profession."

Science and Art Department. The great thing desired by all the teachers [redacted] inspire the students with some degree of zeal and earnestness in the prosecution of their studies—a result by no means easy of attainment where the motives for hard work are not *specially powerful.* To supply additional inducements to intellectual activity, the students have been allowed to compete for prizes in the Science and Art Department. The syllabus framed for the ordinary Christmas examinations for certificates, necessarily exhibits the *minimum* requirements for holding such certificate, and that minimum is scarcely sufficient (particularly for students of more active minds and good acquirements) to present a continuous incentive to intellectual labour. The modicum of Latin which is learned by the first

year students is not carried forward in the second year's training, or that would present a good subject for additional effort. The arithmetical requirements again, which were formerly carried regularly forward into the more generalised, and far more interesting form of algebraical calculation, are now confined to arithmetic proper, and certainly fail to excite in this form the zeal for mathematical progress which algebra, by its novelty and its striking methods of generalising, seldom fail to awaken. It is just where the requirements of the syllabus, both in this and other subjects end, that the examination under the Science and Art Department presents additional incentives, and comes to the aid of the teacher in awakening new zeal and effort where they were in danger of flagging from want of sufficient novelty and interest.

The following is a table of the numbers presented for examination in June last with the realised results.

(8.) Report of May Examinations of Science and Art Department, 1869.

Physical Geography. 87 Candidates presented, viz.:—

Candidates.	1st Class.	2nd Class.	3rd Class.	Failed.
27 males, 2nd year: Results	1	18	None.	8
38 males, 1st year: Results	8	16	14	None.
22 females, 2nd year: Results	10	10	1	1
87	19	44	15	9

Elementary Mathematics. 52 Candidates presented, viz.:—

14 Males, 2nd year: Results	None.	5	None.	9
38 Males, 1st year: Results	5	9	15	9
52	5	14	15	18

Inorganic Chemistry. 28 Candidates, viz.:—

1 Male, 2nd year (for honours)	Failed.			
15 Males, 2nd year (in advanced paper): Results	1	13	None.	1
12 Males, 2nd year (in elementary paper): Results	None.	5	1	1
28	1	18	6	2

Practical teaching.

But the due instruction of those who are preparing for the work of teaching in the primary schools of our country necessarily involves a great deal of time and labour spent upon inculcating the practical duties of the schoolmaster or schoolmistress. These must be inculcated too both by instruction and example, by instruction through the means of direct lectures on Pædagogy, by example, through a systematic attendance of each student in the practising schools attached to the institution.

With regard to the instruction of the male students in the art of teaching Mr. Sugden has furnished me with the following report upon it:—

"REPORT on the TEACHING of SCHOOL MANAGEMENT.

"*Male Students*, 1869.

"The methods adopted with the students to secure practical skill in teaching and school-keeping have undergone no change during the past year. The aim of the teacher has been *twofold*; *firstly*, to impart a knowledge of principles and method, and *secondly*, to secure, as far as possible, skill in applying them.

"The first of these objects has been sought through the study of a textbook, Mr. Gill's well-known work being adopted. The students of the second year have read the first portion of it, which deals mainly with general principles; and those of the first year, the latter part, which is devoted to the exposition of practical methods. Mr. Gill's treatment of both these branches has been supplemented by occasional lectures from the teacher, on points which he deemed worthy of fuller discussion.

"The second object has been sought, in part, by arrangements for teaching large classes of children in the very extensive practising schools of the institution, under the superintendence of their experienced teachers, and by witnessing at stated periods the working of its model school. To these purposes about three weeks in each session are devoted.

"Criticism lessons also, conducted in the manner described in former reports, have been continued with a view to this object. They are applied to lessons in reading, arithmetic, and other subjects of class teaching, as well as to such topics of natural history and popular science as are likely to be interesting or instructive to children. They afford a most convenient means of correcting those faults of manner, defects of temper, expression, or illustration, which cannot be guarded against by a course of lectures, however copious; but which from time to time become apparent under the stress of the actual work of teaching. Incidentally, also, in cultivating to some extent the power of ready speech among those students who criticize the lessons given by their fellows, these lessons possess no inconsiderable value.

"W. SUGDEN,
"Head Master,
"JAMES H. RIGG, D.D.,
"Principal."

The female department shows of course some variation in professional instruction owing to the special requirements of girls' schools, and the special teaching they demand in the departments of needlework and domestic economy. There is a female teacher, Miss Capes, who presides very efficiently over the instruction of the students in these special

subjects; but as regards the rest of the professional training of the female students, that is divided between Mr. Bailey on the one hand and Miss Davis, mistress of the girls' model school, on the other. The nature of the training thus afforded will be clearly apprehended from the following report:—

"REPORT on the 'PROFESSIONAL TRAINING' of the FEMALE STUDENTS.

"The course of instruction embraces theory of school management, work in the practising schools, and weekly criticism lessons.

"I. *The Theory.*—Two lectures weekly of one hour each are given to the students of the first and second years, respectively. The first year's course comprises, 1, infant school organization, principles and methods of teaching; 2, methods and principles of common school education. The second year's course includes the history of school methods, school organisation, discipline and general management.

"A text book and the Revised Code are studied with careful exposition and illustration, also school registers and the various forms and schedules required for the annual inspection and examination of schools; these are supplemented by lectures on the various branches of the subject. In addition to oral examination in class, notes of lessons and written exercises are required on important points which are revised, and these are valued by the teacher before being returned to the students. Two written examinations are also held, one in each division of the year. The questions are based on the previous instruction, and the papers are carefully revised, corrected, and returned to the writers. The results of the examination are recorded by the head master, who prepares a list of the students' names arranged in order of merit, with the marks obtained by each. This furnishes at once a valuable test of the progress and relative position of each student, and a wholesome stimulus to all.

"II. *Attendance in the Practising Schools.*—Three weeks are spent during the year by each second year's student in rotation, partly in the infants' and partly in the girls' school. Each student takes a class or division under the direction and supervision of the schoolmistress, who also gives gallery and class lessons in their presence as models of teaching. They are further required to observe and take part in the general management and practical details of the school, keeping the registers, &c.

"Each student of the first year spends one or two weeks in the infants' and one or two in the girls' school. They have to furnish a written report of their observations of the organisation and working of the school, its method of instruction, apparatus, &c., together with notes of such model lessons as they hear. The report is revised and valued by the schoolmistress, and the result recorded by the head master. Model lessons are also given in presence of the second years' students by the teacher of method.

"III. *Criticism Lessons.*—Twelve lessons are given weekly by as many students, to all of whom they are allotted in rotation. For this purpose the whole of the students are arranged in four divisions, and three lessons are given at the same time in the girls' (upper and lower divisions) junior, and infants' schools, in presence of a division of the students, presided over respectively by the head master, the teacher of method, and Messrs. West and Langler.

"The lessons are afterwards criticized by the students who hear them, and the whole is summed up by the presiding teacher whose estimate of the value of each lesson is recorded by the head master.

"JAMES BAILEY,
"Teacher of Method.
"Principal.
"JAMES H. RIGG, D.D.,
"October 25th, 1869. "Principal."

But in addition to the means of professional training already stated there is still another which ought not to be passed over in silence, I mean the model mixed school conducted by Mr. Holloway. As this is so constructed as to present all the features of an ordinary town or country school, and organised precisely as any isolated school in the country might be supposed to be organised, it cannot but form a very important item in the preparation of the students for the work they will be immediately called upon to perform when they leave the college and begin their regular duties as primary teachers. The following report by Mr. Holloway will give sufficient insight into the good use which is made of this particular part of the institution:—

"ATTENDANCE of STUDENTS in the MODEL SCHOOL.

"I. The first year's male students attend the model school for the purpose of observing the methods of instruction employed there; they attend during their second year to practise those methods. In addition to these special visits, every student takes his turn, according to a plan arranged by the head master, in giving criticism lessons in the model school.

"II. Every first year's student is directed to observe during his visit what appear to be the necessities of the school, and the means adopted for meeting those necessities. In recording his observations he is led to consider the organisation, discipline, apparatus, &c., employed. In addition to this *general* account, he is required to give definite written answers, to questions on school management proposed by the master of the school. To assist him in doing this work satisfactorily he is encouraged to analyse the time-table, to test the entries in the registers, to visit the different classes, to examine the books of the scholars, to watch cases of discipline, &c. A MS. book of 'notes of lessons' and 'suggestions on school management,' has been prepared by the master, and from this book the visiting student is recommended to make extracts for his future use. Two model lessons are given every day by the master, in addition to those given on subjects required by the Revised Code. As the reasons for certain plans may not always appear, every visiting student is encouraged to ask questions, and the master takes opportunities for explanation.

At the close of a week's visit the student leaves the book in which he has entered his observations with the master, who examines it, attaches a numerical value and then passes it on to the head-master, who, after registering the results, restores the book to its owner.

"III. The second year's student has passed through the course indicated above, and visits the school for the purpose of practising what he has learnt.

"A class is committed to his care, and he is subject to no unnecessary interference. The results of his teaching are ascertained by the master, and by him communicated to the head master.

"During this second visit the student frequently hears model lessons, and is encouraged to ask for help in any matter relating to school management.

"IV. Once a week a section of the students, about a dozen in number, comes into the school for criticism lessons. Three of the number give lessons on subjects selected by the head master, the other students taking notes. After the lessons all the students retire; and, under the presidency of the master, the critics give their opinion on the lessons just given; the master sums up and sends to the head master a numerical value of each lesson given.

"W. HOLLOWAY,
"12, October, 1869. Master of the Model School."

Reading, recitation lessons.

Mr. Williams and myself divided the duty of hearing the reading, recitation, and lessons of the students between us. A few of them were the ordinary criticism lessons given periodically in the college, in which some of the other students, who are purposely present on the occasion, are called upon to make their remarks upon the merits or defects they may notice either in the matter or manner. These criticisms are finally summed up by the principal teacher, who takes the opportunity thus afforded of giving valuable instruction in the art of teaching, illustrating it by the lesson actually given. Those who were not called on to give criticism lessons gave model lessons on some subject of his own selection.

Mr. Williams, who heard the reading, recitation, and model lessons of the male departments, gives the following report upon them:—

"The remarks which I have to make, relate to the reading and recitation of the male students of both years, the teaching of the male students of the second year, and the lectures delivered in my presence by some of the tutors.

"The reading and recitation of the second year men, were almost uniformly good, and showed that these subjects had received careful attention both from the tutors and the students.

"The first year men acquitted themselves creditably, but not relatively quite so well, in my opinion, as the second year men.

"The lessons given by the second year men to a class of boys embraced a wide range of subjects, and were in general, well delivered; and some of them, such as those on the common pump, the barometer, and the diving bell, seemed to be much appreciated by the boys.

"Some of the subjects as, for example, the Spanish Armada, the Industry of Yorkshire, the American War of Independence, on which lessons had been prepared by the students, appeared to me, however, to be rather too extensive for a single lesson; and the necessity of compressing the lesson within a moderate time, and the desire to touch upon all the important points of the subject, rendered the treatment of it too discursive to be quite satisfactory.

"I think it would be desirable that students should avoid selecting extensive subjects for their collective lessons, and that they should aim

more at making these lessons the means of *educating* their pupils, than of merely conveying information."

I can quite endorse the remarks above made respecting the reading and recitation as equally applicable to the female students both of the first and second year. As regards the model lessons, the subjects selected are naturally somewhat less ambitious than with the men, and were generally treated with sufficient completeness within the time allotted to each. A rather new feature this year was the number of students prepared to give singing lessons; that is, to teach a new song thoroughly to the class within the space of about a quarter of an hour. The skill with which this was effected within the time allowed for it was in some cases quite remarkable, and gave what to me was a very satisfactory proof of the attention given to a subject that is far too often neglected: I mean systematic instruction in singing and the best methods of teaching it.

In conclusion, in lieu of making any special remarks on the relative efficiency of the teaching in the various subjects included in the ordinary curriculum, I shall present the results of the Christmas examinations of 1868 and 1869 side by side. The tables appended show the per-centage of students who in each year were marked good or fair respectively in all the different subjects which the examination embraced. The figures give no doubt some *approximate* estimate of the *efficiency* with which each subject is taught; but probably a much more correct estimate of the extent which it is possible to reach within the time allotted to the training of each student, their previous advantages and disadvantages being taken into the account.

I have the honour to be, &c.

J. D. MORELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

MALE STUDENTS.

		Second Year.		First Year.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.
Mental arithmetic	1868	3·57	3·57	3·23	19·35
	1869	0·	19·35	2·77	22·22
Arithmetic	1868	3·57	46·43	83·87	16·12
	1869	12·90	77·42	94·44	5·55
Grammar	1868	14·29	60·71	22·58	61·29
	1869	0·	38·71	13·88	36·11
Composition	1868	14·29	82·14	19·35	77·42
	1869	12·90	54·84	41·66	36·11
School management	1868	35·71	50·0	41·94	58·06
	1869	3·23	70·97	0·	30·55
Reading and reciting	1868	57·14	42·85	41·94	51·62
	1869	77·42	22·58	33·33	66·66
Spelling	1868	85·71	14·29	70·97	29·03
	1869	93·54	6·46	52·77	16·66
Penmanship	1868	89·28	7·14	74·19	25·80
	1869	6·46	70·97	0·	97·22
History	1868	0·	25·0	9·68	80·64
	1869	0·	0·	2·77	61·11
Geography	1868	0·	28·57	54·84	45·16
	1869	0·	6·46	13·88	66·66
Euclid	1868	3·57	25·0	0·	67·74
	1869	3·23	32·26	27·77	50·00
Economy	1868	7·14	57·14	29·03	38·71
	1869	3·23	83·27	2·77	25·00
Music	1868	35·71	14·29	35·48	35·48
	1869	45·16	25·80	13·88	38·88
Teaching	1868	42·85	50·0	—	—
	1869	64·52	35·48	—	—

FEMALE STUDENTS.

Mental arithmetic	1868	60·00	32·00	47·83	39·13
	1869	30·00	40·00	25·64	30·77
Arithmetic	1868	52·00	32·00	47·83	47·83
	1869	50·00	50·00	15·00	77·50
Grammar	1868	16·00	84·00	0·	30·43
	1869	0·	95·00	15·00	67·50
Composition	1868	8·00	72·00	0·	43·48
	1869	15·00	85·00	5·00	95·01
Geography	1868	64·00	36·00	0·	30·00
	1869	20·00	50·00	0·	12·50
History	1868	4·00	60·00	—	4·35
	1869	10·00	60·00	2·50	30·00
School management	1868	44·00	48·00	73·92	26·09
	1869	55·00	45·00	27·50	55·00

		Second Year.		First Year.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.
Reading and recitation	1868	40·00	60·00	56·52	43·48
	1869	75·00	25·00	30·00	70·00
Spelling	1868	56·00	44·00	43·48	30·43
	1869	75·00	15·00	70·00	17·50
Penmanship	1868	76·00	24·00	60·87	39·13
	1869	90·00	10·00	65·00	32·50
Domestic economy	1868	64·00	36·00	26·09	65·22
	1869	85·00	15·00	82·50	15·00
Music	1868	8 00	64·00	0·	13·04
	1869	0·	25·00	2·50	15·00
Teaching	1868	44·00	48·00	—	—
	1869	65·00	35·00	—	—
Needlework	1868	64·00	48·00	69·57	30·43
	1869	50·00	50·00	50·00	40·00

REPORT, *for the Year* 1869, *by Her Majesty's Inspector,* MATTHEW ARNOLD, Esq., *on the* NORMAL SCHOOLS *of the* CONGREGATIONAL BOARD OF EDUCATION *at* HOMERTON.

MY LORDS, London, March 1870.

IN October last I again visited this training school, which came for the first time under inspection the year before last, and which I then reported on. Last spring I inspected the practising schools attached to the institution, which are excellent.

Present circumstances of Homerton College.

Not till the present year can the Homerton College exhibit the regular working order of other training schools, with classes of students of the first and second year. At Christmas 1868 it presented for examination teachers in charge of schools and candidates for admission. Necessarily, therefore, there could be in residence in the autumn of 1869 students of the first year only. Of these I found five young men and nine young women who had passed the admission examination. There was besides a preparatory class, some of whom were destined for service in congregational schools which remain unconnected with the Education Department. Of those I found preparing for the admission examination and for service in schools under inspection, I understand that six out of seven have passed. And the number of students in residence with whom the training school this year commences operations has risen, I am told, to 44, as large a number as the college has at the present moment convenient room for. And its new and hopeful year the college begins free of debt, in spite of a considerable outlay last year on building.

Alterations in buildings, &c.

My report of last year spoke with praise of the buildings and accommodation, and these were before my second visit further improved by alterations in the wing for students training to be schoolmasters. Similar alterations in the wing for students of the other sex have, I believe, since Christmas been made. The approaches to the lecture and dining hall, and the means of entrance and exit for the students, had also been judiciously improved before my visit.

Teachers.

In addition to the staff which I found in 1868 there was in 1869 a certificated master, Mr. Ronald, giving lectures to students of both sexes; and a certificated mistress, Miss Howden, has now been engaged for the instruction of the students of her own sex. Miss Towers will retain her position in the institution as managing the housekeeping and superintending the needlework and the general instruction of the students.

Lessons.

I heard with pleasure Dr. Unwin, of whose zealous care

for the college and its inmates I cannot speak too highly, give a lecture to the students on the value of collective lessons. Mr. Liddell, of whom I spoke last year, gave in my presence several lectures. One was on the leading points of the first book of Euclid, another was on theoretical mechanics; this latter having in view the examinations of the Science and Art Department. In the lecture on Euclid he interested the students, and me also, by his use of the modern method, which more and more obtains in teaching mathematics, proving propositions not only by abstract reasoning but by reference to material illustration. Similarly, in his lecture on theoretical mechanics, when he took for his subject the parallelogram of forces and its applications, he to a great extent substituted experimental proof for mathematical demonstration. I also heard with interest a lecture from Mr. Liddell on the uses of inland seas and lakes in connexion with the circulation of the atmosphere.

From the new comer, Mr. Ronald, I heard a lecture on the history of the Wars of the Roses. He was more successful in a lesson which he gave on grammatical analysis to the students training to be schoolmistresses. Here he seemed to me to be both searching and effective.

I also heard lessons given to a school class by a student of either sex and then criticised by the other students, and, finally, lessons and criticisms both reviewed by the teachers of method, Mr. Powell and Miss Rose. The students who will this year go through their regular course of service in the practising schools are fortunate in having the guidance of two such experienced trainers.

The returns of the recent examination show, in the students training to be schoolmasters, better attainment in arithmetic than in any other of the main subjects of examination. In arithmetic as many as 80 per cent. of the candidates are marked *excellent* or *good*; the remaining 20 per cent. are marked *fair*. In Euclid, grammar, and history 40 per cent. reach *fair*, but no one gets beyond that mark. In geography 60 per cent are marked *fair*; no one gets a higher mark than this. In composition 20 per cent. reach *excellent* or good; 60 per cent. are *fair*.

Of the students training to be schoolmistresses no one reaches in geography or history the mark even of fair. In arithmetic the whole number of them are marked *fair*. In composition it is the same. In grammar 22 per cent. are *excellent* or *good*; 44 per cent. also are fair. It is evident from this enumeration what are the points in the instruction of the students of both sexes which will principally require attention during the present year.

I made, in my last year's report on the Wesleyan Training School at Westminster, some comment with respect to the preparing and marking of the grammar paper at the Christmas examination. I cannot think these to be at present satisfactory, and I hope it may be possible to reconsider them. The grammar paper at the Christmas examination.

Like the subject of school books, the subject also of examination papers seems to me to require more attention than it has yet received. On the Continent, to these humbler examinations and studies of the primary school the careful direction of experts is as much given as to the more ambitious work of higher schools. An intelligent direction of studies is perhaps the best service which trained educationists can render to primary schools. I cannot forbear remarking that to introduce and establish a direction of this kind some such body as the Educational Council proposed in the Endowed Schools Bill of last session would be of the greatest value. Examination papers and school books.

I have the honour to be, &c.

MATTHEW ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

TABULATED RESULTS of EXAMINATION, CHRISTMAS, 1869.

Homerton Normal School.

MALE STUDENTS.

	First Year.		
	Number Presented for Examination.	Per-centage.	
		E. or G.	F.
Bible	—	—	—
Catechism and Liturgy	—	—	—
Mental arithmetic	5	—	—
Arithmetic	5	80·00	20·00
Grammar	5	—	40·00
Composition	5	20·00	60·00
School management	5	—	—
Reading and repetition	5	60·00	40·00
Spelling	5	100·00	—
Penmanship	5	40·00	60·00
History	5	—	40·00
Geography	5	—	60·00
Needlework	—	—	—
Euclid	5	—	40·00
Economy	5	—	—
Music	5	40·00	—
Teaching	—	—	—

FEMALE STUDENTS.

	First Year.		
	Number Presented for Examination.	Per-centage.	
		E. or G.	F.
Bible	—	—	—
Catechism and Liturgy	—	—	—
Mental arithmetic	9	—	—
Arithmetic	9	—	100·00
Grammar	9	22·22	44·44
Composition	9	—	100·00
Geography	9	—	—
History	9	—	—
School management	9	—	44·44
Reading and repetition	9	66·66	33·33
Spelling	9	44·44	55·55
Penmanship	9	22·22	55·55
Economy, domestic	9	77·77	22·22
Music	9	—	33·33
Teaching	—	—	—
Euclid	—	—	—
Needlework	9	—	88·88

REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, SCOTT NASMYTH STOKES, Esq., *on the* ROMAN CATHOLIC NORMAL SCHOOLS *at* HAMMERSMITH *for* SCHOOLMASTERS, *and at* LIVERPOOL *for* SCHOOLMISTRESSES.

MY LORDS,

Examination in 1869.

IN 1869 I received the usual instructions to inspect the Roman Catholic normal schools, and I had made due preparations for doing so, when at the last moment an attack of serious illness prevented me from keeping my engagements. As the days of examination had been long fixed, the officers and students prepared, and meetings of the managing committees called, postponement would have entailed serious inconvenience. I therefore determined to leave the examination in teaching and reading to my colleagues, who had agreed to meet me at the normal schools. Under these circumstances Mr. Renouf assigned the marks for reading and teaching at Hammersmith, and Mr. Coward at Liverpool. Both of them express satisfaction with the students' performances. Mr. Renouf writes to me:—

"I never saw the Hammersmith men do as well as this year. I looked out sharply for any approach to a failure, but in vain. The notes of their lessons were far superior to anything I have ever seen of the kind. On the Wednesday morning (September 20th) three of the teachers gave excellent lectures, Mr. Enright on the extraction of the cube root, Mr. Flannery on the auxiliary verbs, and Mr. Livesey on punishments. The Archbishop was to have been present on Wednesday, but he sent a message through his vicar-general, Dr. Gilbert, that he was sorry that he was obliged to absent himself. Lord Edward Howard came and made a capital speech to the men. Mr. Allies was present and so was Mgr. Capel. I was assisted by Mr. Coward."

At a later period I was able to visit the two normal schools, and to collect the materials needful for reporting upon them to your Lordships.

HAMMERSMITH NORMAL SCHOOL.

Hammersmith.

Changes in staff.

The retirement of the Rev. J. B. Rowe from the principalship took place, as anticipated, at Lady-day 1869. He is succeeded by the Rev. Thomas Graham, whose long connexion with the college, and efficient service in all its official grades, fully entitle him to be accepted as best qualified for the post. It was near the close of 1869 before the Rev. Jeremiah Canty was appointed vice-principal in Mr. Graham's place, and at the time of my visit he had not as yet taken an active part in the college work, though he was quite prepared to do so. The appointment as lecturer of Mr. Thomas Flannery, one of the most capable among the

former students, is another change effected during 1869. The present officers and their respective duties are thus returned:—

Rev. Thomas Graham	Principal - -	Teaches religious knowledge. Economy, 1st year. History „
Rev. Jeremiah Canty -	Vice-Principal.	
Mr. Thomas Livesey -	Lecturer - - -	School management. Reading. History, 2nd year.
Mr. Thomas Flannery	„ - - -	Grammar. Drawing. Economy, 2nd year.
Mr. J. Enright - -	„ - - -	Arithmetic. Euclid. Geography.
Mr. Barrington - -	Music master.	
Mr. Austin - -	Drill sergeant.	

Number of students.

The number of students in residence at the date of my visit was 51. They were divisible into three classes, 21 being in their second year of residence, 17 in their first year, and 13 in the preparatory class. Of the whole number 28 had been pupil-teachers, and 23 had not been pupil-teachers.

Case of dismissal.

In 1868, I reported 22 students as being then in their first year. In 1869, therefore, there ought to have been the same number of 22 in their second year. But there are only 21. The difference is accounted for by the dismissal in November 1868, of a student, not otherwise satisfactory, who was detected in dishonest practices at one of the college examinations in religious knowledge. I mention this circumstance in proof of the determination of the college authorities to enforce, even by the extreme penalty of expulsion, that salutary discipline which is the foundation of successful school teaching.

Accommodation.

The accommodation would suffice for 70 students. There is therefore ample room for all those in residence. The premises are kept in substantial repair, and all the wood and metal work upon the exterior of the old buildings has been repainted in 1869.

Health.

The medical officer, under date 23rd November 1869, certifies "that the health of the students during the past "year has been exceedingly good." I am sorry to learn that one of them lately died of rapid decline while at home for the Christmas holidays.

Terms of admission.

Students are admitted upon very liberal terms. No charge is made for residence during two years. Their travelling expenses are defrayed, and gratuities are presented of 6*l.* to each student who gains a first class in the entrance examina-

tion, and 4*l.* to each in the second class. These gratuities are renewed at the beginning of the second year at rates varying with position in the first year class list.

Pupil-teachers and non-pupil-teachers.

It deserves remark that a college with accommodation for 70 students, where the benefits of training are so liberally offered, has drawn into it no more than 51 young men, and that of this number no fewer than 23 have not served an apprenticeship as pupil-teachers.

Per-centage of Roman Catholic masters.

I find that the per-centage of Roman Catholic certificated masters compared with Non-Roman Catholics tends slowly to increase, as will be seen from the following table:—

CERTIFICATED SCHOOLMASTERS actually in Service.

Date.	Roman Catholics.	Non-Roman Catholics.	Per-centage of Roman Catholics.
31st December 1861 -	118	5,229	2·23
„ 1862 -	127	5,456	2·27
„ 1863 -	128	5,729	2·19
„ 1864 -	150	5,980	2·45
„ 1865 -	160	6,307	2·47
„ 1866 -	171	6,725	2·48
„ 1867 -	194	6,905	2·73
„ 1868 -	208	7,316	2·84

These are the numbers returned for Great Britain. In seven years the number of Roman Catholic masters has risen from 118 to 208, and their per-centage from 2·23 to 2·84. The changes of the Revised Code would not appear to have interrupted this progress.

Of Roman Catholic male pupil-teachers.

The number of male Roman Catholic pupil-teachers in the same years does not exhibit uniform increase. But it has now recovered from the temporary check, and has all along stood at a figure high enough to supply Hammersmith with students if the pupil-teachers had generally persevered in the wish to become schoolmasters. This will be seen below:—

MALE PUPIL-TEACHERS actually in Service.

Date.	Roman Catholics.	Non-Roman Catholics.	Per-centage of Roman Catholics.
31 December 1861 - -	204	8,143	2·5
„ 1862 - -	206	7,717	2·6
„ 1863 - -	241	6,778	3·4
„ 1864 - -	218	5,507	3·8
„ 1865 - -	194	5,013	3·7
„ 1866 - -	197	4,835	3·9
„ 1867 - -	212	5,162	3·9
„ 1868 - -	249	6,116	4·1

But while the number of male Roman Catholic pupil-teachers has been maintained with tolerable steadiness, it is the misfortune of Hammersmith that the number of admissions has varied from year to year with extraordinary irregularity. Sudden variations of this kind create inconvenience not only to the officers of the collegé but also to the managers of schools, who in the barren years cannot obtain masters, and to the students themselves, who in the years of abundance find difficulty in obtaining situations. I think that a decided effort should be made to produce uniformity in the number of masters sent forth year by year, and I believe that an annual supply of 20 would suffice to meet the demand.

ADMISSION EXAMINATION.—MALE CANDIDATES passed.

Date.	Roman Catholics.	Non-Roman Catholics.	Per-centage of Roman Catholics.
December 1862 - -	27	865	3·0
„ 1863 - -	11	680	1·6
„ 1864 - -	21	497	4·1
„ 1865 - -	10	511	1·9
„ 1866 - -	6	415	1·3
„ 1867 - -	25	429	5·5
„ 1868 - -	18	437	4·0
„ 1869 - -	34	663	4·9

To produce these numbers pupil-teacher candidates have been largely supplemented by non-pupil-teachers. Pupil-teachers alone would not have adequately recruited the corps of Roman Catholic schoolmasters; but their experience in school-keeping makes them superior to other candidates for the special purpose contemplated in their admission, and I hope that the inducements now held out will lead a larger number of them to seek for training after a thorough preparation for it in good schools.

Preparatory class.

Meantime the dearth of suitable candidates for admission induces the managers of the college to form annually a preparatory class, of which the following account is given:—"Ex-pupil-teachers and others having a desire to become "teachers of elementary schools are admitted into it. It is "formed during the course of the year, and lasts till "December. A member of it failing to pass the entrance "examination is not admitted into any subsequent prepara-"tory class. The cost of it is borne by the Catholic Poor "School Committee. The instruction is given by the principal "and lecturers of the training college." When I visited, in November 1869, there were 13 young men in this class.

The return in my hand states that since the establishment of this college in 1854 there had been admitted into training 211 students, of whom 139 were known in September 1869 to be acting as teachers of elementary schools in Great Britain. Perseverance of trained masters.

Subsequently, under date 1st December 1869, Mr. Graham, the principal, has furnished me with the results of an individual inquiry instituted by him into the present condition of former students. Particulars are interesting and satisfactory.

Of 211 students recorded as received into training six were dismissed from the college, leaving 205 to be accounted for.

Of these 205 it is known that 24 are dead and nine have emigrated. Of nine others no particulars could be obtained, but it is believed that four of them are teaching in elementary schools and the rest in middle schools.

Among the 24 who are dead 17 continued to teach elementary schools till the time of their death, and most of the remainder never followed any other occupation.

All the nine who have emigrated taught schools as long as they were in this country.

Deducting 42 thus accounted for from 205 trained masters sent forth, we have to ascertain the present occupation of 163. Of these 127 are found by individual returns to be teaching inspected schools, while 36 follow various occupations, of which, however, more than one fall legitimately within the objects of their training, as the following particulars will show. Among the 36 not claimed as teaching inspected schools are—

3 schoolmasters in Government prisons.	6 out of place.
2 teachers of middle schools.	2 in civil service.
1 H.M. inspector's assistant.	1 medical student.
3 in holy orders.	1 on the press.
3 teaching as Brothers of Charity.	1 in the army.
	13 in business as clerks, &c.

A gratifying account is given of the steadiness and perseverance generally exhibited by the 127 trained masters actually employed in teaching inspected schools. Of these—

44 or 34·65	per cent.	have never changed their schools.		
36 „ 28·35	„	have changed their schools	once.	
30 „ 23·62	„	„	„	twice.
12 „ 9·45	„	„	„	three times.
3 „ 2·36	„	„	„	four „
2 „ 1·57	„	„	„	five „

Their period of service in schools, which is still continued, already averages more than 5½ years, and in particular cases is highly meritorious. Thus—

1	has taught for		14	years.	6	have taught for	7 years.
1	„	„	13	„	20	„ „	6 „
2	„	„	12	„	26	„ „	5 „
4	„	„	11	„	11	„ „	4 „
6	„	„	10	„	17	„ „	3 „
5	„	„	9	„	9	„ „	2 „
13	„	„	8	„	6	„ „	1 „

These figures include the students who finished their training at Christmas 1868.

Christmas examination 1869.

At the Christmas examination of 1869 the Hammersmith students, at the end of their second year's course (21) obtained *satisfactory* marks for school management, economy, penmanship, spelling, reading, and teaching; they were *fair* in arithmetic, composition, and music; *moderate* in Euclid; *imperfect* in mental arithmetic, grammar, history, and geography. Hence it would appear, as might have been expected, that the literary subjects are the least creditable.

The Hammersmith students examined at the end of their first year (17) did *well* in arithmetic, history, school management, and reading; *fairly* in composition, geography, Euclid, and spelling; *moderately* in economy and music; *imperfectly* in mental arithmetic and grammar.

Liverpool.

Liverpool Normal School.

Staff

In the Liverpool normal school for Roman Catholic schoolmistresses the staff remained without change during 1869, and the governesses continue to perform their several duties as previously reported.

Number of students.

There were 65 students in residence, 29 in their second year, and 36 in their first year. Out of this number 59 had served out an apprenticeship as pupil-teachers, and six had not been apprenticed.

Accommodation.

The accommodation is considered sufficient for 73 students, but I have always thought that number calculated to crowd the institution more than is desirable, either for teachers or taught, and the principal (partly, as I believe, from a wish to meet my views) has somewhat reduced the number of admissions. But the demand for certificated schoolmistresses has during the past year so largely exceeded the supply that regard for the wants of school managers has again induced her in the beginning of 1870 to fill the entire available space with students.

The premises are maintained in the most perfect repair. In 1869 the laundry was enlarged and greatly improved.

Terms of admission.

On admission every student pays a fee of 5*l.* towards the cost of her two years' training, and upon these terms pupil-teachers compete eagerly for vacancies.

A few candidates of the non-pupil-teacher class have been received, and though in point of education they have mostly been superior, yet they lack experience in schools, and are not on the whole deemed so suitable for training as the ex-pupil-teachers.

Per-centage of Roman Catholic schoolmistresses.

The per-centage of Roman Catholic certificated schoolmistresses compared with Non-Roman Catholics remains nearly stationary, while the actual number has doubled in seven years.

CERTIFICATED SCHOOLMISTRESSES actually in Service.

Date.	Roman Catholics.	Non-Roman Catholics.	Per-centage of Roman Catholics.
31 December 1861 - -	224	3,598	5·9
„ 1862 - -	287	3,763	7·1
„ 1863 - -	304	3,975	7·1
„ 1864 - -	330	4,375	7·0
„ 1865 - -	360	4,583	7·3
„ 1866 - -	389	4,974	7·2
„ 1867 - -	410	5,328	7·1
„ 1868 - -	445	5,728	7·2

This increase, considerable as it is, has not sufficed to meet the calls of school managers, who in many instances are forced to employ untrained schoolmistresses. Indeed many of this class have gained the certificate, but even so the demand for Roman Catholic certificated schoolmistresses is not met. The number of apprenticed pupil-teachers is sufficient to furnish a larger supply of students for training.

FEMALE PUPIL-TEACHERS actually in Service.

Date.	Roman Catholics.	Non-Roman Catholics.	Per-centage of Roman Catholics.
31 December 1861 - -	548	7,293	7·0
„ 1862 - -	579	7,176	7·6
„ 1863 - -	591	6,523	8·3
„ 1864 - -	517	5,919	8·0
„ 1865 - -	491	5,523	8·1
„ 1866 - -	455	5,484	7·7
„ 1867 - -	504	5,808	8·0
„ 1868 - -	543	6,760	7·4

Thus at the end of 1868 the female pupil-teachers had in number recovered the position occupied in December 1861, but the supply of successful candidates for the admission examination has scarcely been maintained.

ADMISSION EXAMINATION.—FEMALE CANDIDATES passed.

Date.	Roman Catholics.	Non-Roman Catholics.	Per-centage of Roman Catholics.
December 1862	64	829	7·2
„ 1863	40	751	5·1
„ 1864	58	752	7·2
„ 1865	48	741	5·5
„ 1866	45	811	5·3
„ 1867	35	671	5·0
„ 1868	36	754	4·6
„ 1869	42	837	4·7

Among those who succeed in passing the entrance examination several are necessarily rejected from want of accommodation. The time is nearly come for considering the best means of increasing the production of trained Roman Catholic schoolmistresses.

Science class.

In the course of 1869 the managers of the Liverpool training school following the example of other training schools, established classes in connexion with the Science and Art Department. Physical geography was the subject selected, and the success obtained in the May examination was very encouraging. Indeed one of the governesses distinguished herself very much, having been placed second in the whole number of competitors, male and female. Of the students eight passed in the second stage or advanced examination, and eleven in the first stage or elementary examination.

Christmas examination 1869.

At Christmas 1869 the Liverpool students examined on the second year's course (29) did *well* in arithmetic, grammar, composition, geography, history, school management, reading, spelling, penmanship, domestic economy, needlework, and teaching; *fairly* in mental arithmetic, and *imperfectly* in music.

The students at the end of their first year (36) did *well* in arithmetic, grammar, composition, school management, reading, penmanship, domestic economy, and needlework; *fairly* in mental arithmetic, geography, history, and spelling; and music was again the only *imperfect* subject.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, JOHN GORDON, Esq., *on the* CHURCH OF SCOTLAND NORMAL SCHOOL, EDINBURGH.

MY LORDS, March 1870.

THE admission of students to the seminary, for the last year, was limited to 109—male and female in nearly equal number, and the like inequality in the number of both sexes in the first and the second year of their attendance. It was calculated that the supply of trained teachers to be thus produced, would suffice, as a contribution from one Normal school, for the demands of the following year. Attendance of students.

Of 75 candidates for admission to the seminary in December 1868, 28 males and 30 females were declared admissible, and 26 of each sex were admitted. 112 students, male and female, were in constant attendance at the seminary during the last year; and of these 86 had completed apprenticeship as pupil-teachers, showing what has always been apparent, how largely the normal schools are dependent on the pupil-teacher system, and with how much foresight the two plans were originally combined.

After two years of training 24 of the male and 26 of the female students, qualified for certificate, left the seminary in December 1868; and, in the course of six or eight months thereafter, all of them had been elected to the schools, either as principal teachers or as assistants. Disposal of certificated students.

Appointed as principal teachers in parish or other boys' schools	5
" " female industrial schools -	18
" assistants in parish or other schools - -	21

It is stated by the Rector, that in the course of the last year, the applications for trained teachers were somewhat more numerous than the seminary could supply—the need of adding to the teaching power of many schools seeming to have been more felt than formerly, by reason, doubtless, of the lately adopted method of individual examination throughout the country. This state of matters has, of course, engaged the attention of the managers, and, for the present session, they have opened the seminary to as many of both sexes as sought admission to it, and were found eligible at the stated examination; this, however, within the limits prescribed, a few years ago, for the number admissible to any of the normal seminaries.

I had the advantage of seeing the seminary towards the close of the session 1869, in both of its departments; that is, of witnessing the instruction of students, by lecture of the three several masters, and of observing the conduct of the

students in the common school provided for their practice in tuition. And the few remarks then suggested I now beg to offer.

I. The Rector reports the teaching staff as in the appended statement.

Masters in Normal department,—their number.

It may possibly be asked whether this supply of masters be quite equal to the various and individualizing work of the department most properly Normal,—in particular to those portions of it assigned to the three masters first named, whose whole time is devoted to the service of the seminary. When the school was first organized, it doubtless was considered how much of the appointed study might be fitly left to the students to do for themselves; and in how much of it they ought to be helped directly by the masters. They behove, of course, to receive the direction of well-instructed teachers, in the objects and in the course of each and all of their studies; but at their years and in their circumstances, the motives to apply closely and heartily to the given tasks are plainly more self supplied and more effectual, than they usually are for pupils of the common schools,—the limit of such dependence ever claiming the strictest observance from all sorts of learners. The results of the examination for certificate may be looked to for evidence how far the calculation on this point has been correct. It may, with deference, be suggested for the managers' consideration, whether there be room or not, for the appointment of a master in the normal department, additional to those that now so ably do their respective duties. I incline to the affirmative on this point.

Twofold occupation of students.

II. A very large proportion of the last year's students, as already stated, had been apprenticed as pupil-teachers in common schools. They retain somewhat of the same twofold capacity in the Normal school, where one and all are occupied both as pupils and as teachers. The difference is, that in the normal school, their occupation is necessarily much more as pupils than as teachers,—while in the common schools the case is frequently the reverse. Further, may it not be said, that in the Normal school, the student teaches, mainly if not entirely, to gain experience in that way for his own benefit, while in the common schools, he acts not merely for his own benefit, but at the same time almost constantly as assistant to the teacher in the simple parts of his work; and always under express designation to that service. Originally, the student was regarded in the Normal plan mainly as a learner. The germ of that plan first appeared in Scotland 40 years ago, when the Education Committee of the General Assembly required their teachers to give attendance, for a few weeks, at the best taught elementary school in Edin-

burgh, that they might, simply from the view of that example, acquire some skill in the art of teaching; but their own practice in tuition was not yet prescribed; it came as a regular part of their training, only when the seminary started in 1845 under the special encouragement of the Committee of Council. But ever since, the more engrossing if not the sole, object of the seminary has been the same which the sole object of it was in the beginning, the instruction of the student in what he will have to teach, and to do, in the school for which he is preparing.

Their instruction as pupils.

III. The appended "tabulated results of the examination "for certificate, 1869," show that the normal school students (say males of the second year) were more or less occupied throughout the preceding session with 13 different branches, apart from the rudimentary subjects of reading, spelling, and penmanship, and that of these 13 branches only two, "school management" and "teaching," proposed to educate specially for the teacher's occupation. From these facts it may be seen what the office of a normal school is,—not merely, as sometimes supposed, to train in the practice of tuition, but first of all, and mainly, to instruct sufficiently in the matters that form the subjects of instruction in all the common schools, — such subjects being as common and at least as necessary to all students as to learners intending nothing in the way of tuition.

Their further instruction.

IV. The Revised Code proposes as indispensable a certain moderate amount of attainment for the common pupils at different stages of progress; but the explanations accompanying the instruction to Inspectors intimate that more is expected, and will not be unregarded. The requirements of pupil-teachers have also their moderate limits, but imply an expectation of something more, as in accepting a small profession of Latin alternative to English grammar. The examination for certificate may also be viewed as taking account only of a minimum of attainment; that is, of what is indispensable to the teaching of that class of schools (the elementary) for which the Parliamentary grant has been intended. But beyond that, the examination for certificate is well fitted to give an impulse to further study, simply by requiring and securing accuracy within the limits it prescribes,—the self-approving sense of having learnt anything very well naturally inciting to make further acquirements. Thus it is, that the certificated teacher is sought for the better class of elementary schools, which in Scotland often afford some instruction above the elementary; and with this prospect in view he is not seldom led to add to his attainments either by private

study or by attendance at an university. It is known that several certificated teachers from this seminary now study at some university, and are diligently preparing for the degree of Arts or other honours—though to what extent this good ambition exists among them is not at present exactly known.

Value of the instruction in its present amount.

V. It may be said that any one of the subjects included in the syllabus of those appointed for the certificate examination may be studied to an extent which, of itself, would go far to qualify for the duties of an elementary teacher. "On a beaucoup multiplié les objets d'enseignement dans "nos écoles primaires; la langue seule vaut tout cela en- "semble. Apprenez-leur à penser leur parole; vous aurez "beaucoup obtenu." But if the study of each subject in the syllabus were pursued so far, two years' attendance at the seminary would not suffice for his requisite training; a third year, as at first proposed, would become necessary. That, however, in the whole circumstances of primary education in the country, and of the school-going habits of the people, could not well be prescribed at present. The syllabus defines well-nigh the whole scope of the normal school work, only something more takes place at the normal school in connection with the lessons in "reading and domestic "economy," which it is proper to explain, and this with reference to the examination in "reading and teaching" as reported in the schedules.

Exercises in the subject-matter of reading lessons.

(1.) The practice of fixing the student's attention on the subject-matter of the reading session is one of the points of method here referred to. This was a distinct and as practised at the seminary, then almost a peculiar feature of the model school in Edinburgh where, as before noticed, students were placed at the outset of the training system. It is observed in the Account of that school, that "when "proper books are put into the hands of the scholars every "article which they read may be made the means, not only "of forming in their youthful minds the invaluable habit of "attention, but also of communicating to them, along with "facility in the art of reading, much information which is "both adapted to their present age, and may be profitable "to them for the rest of their lives." Here, however, the students have one advantage in the use of this method, which did not exist for them in the Edinburgh Sessional School; they are required to relate in writing, from memory and in their own words, the substance of what they have read, and thus they learn how fit it is, that similar practice shall take place with children of the proper age in the schools which they are afterwards to have in charge. These written

exercises are almost on any of the various matters that make up the common school "collections." Among them, are the subjects on which the student gives his lessons in the practising school, also those on which he shows his skill in teaching on occasions of inspection. These exercises have been prepared with an evident appreciation of their importance; they are, for instance, very carefully examined and preserved, and so valued, they must be viewed as adding not a little to the range of the normal school culture.

(2.) The syllabus prescribes for the second year's male students the first four books of Euclid. In the seminary they have advanced, before the session closes, to the end of the sixth book. Progress in Euclid.

(3.) The Domestic Economy of the syllabus is supplemented by some actual, though very limited, practice in household work. The boarding-house in Picardy Place, formerly described, constitutes a valuable part of the seminary, receiving all of the female students of both years who are without the still preferable advantage of residing with their families in the town or neighbourhood,—their number during the last session, 38. The prospectus for last year announces that "those who obtain bursaries will receive board and education, &c. for a payment of 10*l.* during the year; they will "have, however, to pay 2*l.* for books. Those who do not "obtain bursaries will pay 18*l.* for board, and 2*l.* for books." The share in the household work assigned to each student in the course of a session is described in the Report for this seminary of 1867. Practice in household work.

(4.) It may be further noticed that Latin, proposed as optional in the syllabus, was taught during the last session to 22 male students of the first year by Mr. Taylor, and to 13 of the second year by Mr. Currie; in both cases, the elementary grounding most carefully conducted. The first division offers exercises in the rudiments and extracts from Cæsar and Ovid; the second, translations from Virgil, Horace, and Livy. About one-half, however, of the number who commenced in the second division dropped off in the course of the session, as unequal to the given exercises and unlikely to profit much by any further prosecution of the study. The time allowed to this subject in both divisions appears in the appended table. Latin.

VI. Two subjects not included in the syllabus of the examination for certificate are taught in the seminary to students of the second year; to males, trigonometry, as far as the solution of triangles, with practice in the measuring of fields; and French, to about three-fourths of the females. "We have added so far to the syllabus," says the Rector Trigonometry, French.

" not without hesitation; for, as it stands, it affords about a " sufficient amount of study for two years."

Physical science suggested as alternative subject.

VII. Without, however, adding another year to the normal school period, perhaps it may be considered whether another alternative subject might be adopted in the syllabus, after the same manner as Latin is there offered as alternative to English grammar. In the seminary there is a scientific apparatus (chemical, mechanical, &c.) which has been long unused; it stands a memento of what any addition to the course of study ought to be, when such becomes expedient and practicable. There is one subject which, prior to the issue of the syllabus, had not received any special attention in the seminary: the subject of Economy. This, therefore, is the branch for which it most readily occurs, that an alternative might perhaps be offered. An addition to the curriculum of one branch of physical science would in that way not be impracticable, and would consist sufficiently with the primary objects of the seminary,—while it would add another valuable element of liberal culture to the course of instruction there carried on.

VIII. The results of the examination of students for certificate held in December last are as follows:—

Results of last certificate examination

	Number presented.	Passed in			
		1st Class.	2nd Class.	3rd Class.	4th Class.
Males, 2nd year - -	28	2	8	18	—
„ 1st „ - -	30	8	12	9	—
Females, 2nd year -	24	13	11	—	—
„ 1st „ -	26	10	11	5	—

This summary of results proves the industry and talents of the three masters in the normal department, and it suggests one or two remarks.

in Reading,

The estimate of Reading, as good or excellent, bears a high mark; yet it includes various degrees of merit, betwixt reading with expression on the one hand, and reading with simple accuracy of pronunciation on the other. Perhaps on this subject, the numerical valuation might be employed with the same advantage of more exact discrimination, as it has been employed on the other subjects of the examination.

in History,

The estimate of results in the examination on History continues low. This cannot be ascribed to any undue extent in the scope of the examination, but rather to insufficient concentration of study on the chosen one of the six sections of the history paper. The syllabus specifies certain historical works from which the questions are to be taken,

and leaves others unnamed to be chosen. "We would "prefer," says the Rector, "if one or two approved text-"books were mentioned, as those on which the students "were to be prepared, and we would then do much better."

In Economy, Geography, and Grammar,

In the subjects also of Economy, Geography, and Grammar, more considerable progress is very desirable. The estimate of the religious knowledge of the students is among the highest in the table, and it is not doubted that this will ever continue to be a marked feature of the normal training.

In principles and practice of teaching.

IX. Instruction in the principles and practice of teaching and in school management, that is, in the crowning part of the professional training, takes place in the following ways:—1st the Rector prescribes for the students of both sexes and of both years certain portions of his own excellent book on that subject, and upon these he examines twice in the week. This is followed by some practice of each student in the teaching of a class, under the eye and observation, and subject to the remarks, of all the rest. 2nd. Their employment in the practising school is thus described by the Rector:—

"During the first half of the session the junior male students teach in the practising school (under head master) two hours weekly—a section of eight at a time. Lessons are prescribed to them by the head master, who examines their notes and superintends their teaching.

"During the latter half of the session, the senior students are similarly engaged.

"For observations of the organization of the school, and the working of its methods more in detail, each senior student is attached to the school for one week, and is required to give in a report of his observations to the head master under the following heads:—

"1. General arrangement of school.
"2. Time tables.
"3. Registration.
"4. Worth of standards.
"5. How the head master combines superintendence of the whole school with actual instruction of certain classes.

"The routine followed by the female students is very similar to that of the male students, but their attention is directed specially to the infant and juvenile departments.

"Each senior spends one week of observation in each of these departments, and the class visits the several departments one hour weekly to witness special lessons given by the principal teachers."

The instruction in the practising school is altogether primary, suiting the class of children that attend. To those of them that require more instruction, secondary schools may be found at hand. But, while the student teaches the subjects of primary instruction, he acquires a skill which is available in no small degree to his practice in the teaching of other subjects more advanced,—give to him only the requisite knowledge of such subjects,—for to a great extent the art of tuition is still the same in its different applications, and not essentially altered by difference of the subject-matter.

X. The examination in drawing conducted by the Department of Art in November last, gave the following results for this seminary :—

Number of students male and female who attended	-	-	106
„ „	passed	-	74
„ „	gained prizes	-	35
„ „	obtained certificate		5

The prizes for drawing pass directly to those who gain them, and form no part of the proper school income.

Account. XI. The auditor supplies the appended account of the income and expenditure for the last year, showing a balance on 31st December last in favour of the school fund of 732*l.* 12*s.* 7*d.*

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX No. I.

RETURNS from the EDINBURGH ESTABLISHED CHURCH NORMAL SCHOOL for MASTERS, for the year ending Christmas 1869.

I.—*Officers.*

No.	Names.	Degrees.	Duties.
1	Rev. James Currie -	M.A. (Edinburgh) -	Rector constantly; Bible, &c., 2 hours; school management, 3 hours; Latin, 3 hours; and Music, 3 hours.
2	Rev. Andrew Taylor	Edinburgh University	English, 6 hours; History, 3 hours; Bible, &c., 3 hours; Latin, 3 hours.
3	Peter MacKinlay -	M.A. (Edinburgh) -	Mathematics, 9 hours; Economy, 1 hour; Geography, 4 hours; Latin, 2 hours.
4	Walter Ferguson -	Edinburgh University	Drawing, 2 hours.
5	Alexander Gilmour -	Do.	Writing, 2 hours.
6	Joseph Geoghegan -	- - - -	Singing, 2 hours.

APPENDIX No. II.

RETURNS from the EDINBURGH ESTABLISHED CHURCH NORMAL SCHOOL for MISTRESSES for the year ending Christmas 1869.

I.—*Officers.*

No.	Names.	Degrees.	Duties.
1	Rev. James Currie -	M.A. (Edinburgh) -	Bible, &c., 2 hours; school management, 6 hours.
2	Rev. Andrew Taylor -	Edinburgh University	Bible, &c., 3 hours; English, 6 hours.
3	Peter MacKinlay -	M.A. (Edinburgh) -	Arithmetic, 5 hours; Geography, 4 hours.
4	Walter Ferguson -	Edinburgh University	Drawing, 2 hours.
5	Joseph Geoghegan -	- - - -	Singing, 2 hours.
6	French Master -	Vacant - -	French, 2 hours.
7	Mrs Christie - -	- - - -	Sewing, cutting, &c., 4 hours.
8	Miss Ross (Mary Ann)	- - - -	History, 1 hour; infant school management, domestic economy, 2 hours.
9	Miss M. Mitchell -	- - - -	History, 1 hour; writing, 1 hour; music, 2 hours.
10	Mrs. Harrower -	- - - -	Matron of boarding house.

APPENDIX No. III.

TIME TABLE for JUNIOR MALE CLASS (1869).

——	9–10.	10–11.	11–12.	12–1.	1–2.	2–3.	3–4.
Monday -	Writing (5).	Geometry (3).	Religious Lesson (2).	Interval.	Music (1).	Latin (2 & 3).	Singing (6).
Tuesday.	Arithmetic (3).	Geography (3).	Teaching		English (2).	History (2).	—
Wednesday.	English (2).	Geometry (3).	Religious Lesson (2).		School Management (1).	Latin (2 & 3).	Singing (6).
Thursday	Arithmetic (3).	Geography (3).	Teaching		English (2).	—	—
Friday -	Drawing (4).	Economy (3).	Religious Lesson (2).		Music (1).	Latin (2 & 3).	Singing (6), occasionally.

The numbers refer to the list of teachers.

Appendix No. IV.

List of Books used in the Church of Scotland Training College, Edinburgh.

Junior Male Class, 1869.

School Management. By James Currie, M.A.
Musical Analysis. By James Currie, M.A.
Infant School Education. By James Currie, M.A.
Practical School Arithmetic. By James Currie, M.A.
English Grammar. By James Currie, M.A.
British History. By F. W. Collier, LL.D.
Manual of Geography. By W. Hughes, F.R.G.S.
School Atlas. By A. K. Johnston, LL.D.
Second Latin Reader. By A. H. Bryce, LL.D.
Latin Grammatical Exercises. By G. Ferguson, LL.D.
Edinburgh Academy Latin Rudiments.
"Palestine." By Heber.
Advanced Reading Book (Constable's series).
Arithmetic. By Barnard Smith, M.A.
Euclid, Chambers's edition. By J. Pryde, F.E.I.S.
Scripture History. By J. E. Riddle, M.A.
Shorter Catechism and Gospel of St. Luke.
Music.—Scottish Psalmody, Chants, and Handel's Messiah.

List of Subjects taught and Books used (1869).

Senior Male Class.

Subjects.	Text Book.
1. Religious Knowledge.	
2. School Management	Rev. Mr. Currie's.
3. Reading and Recitation	1. Constable's Advanced Reader. 2. Lady of the Lake.
4. English Grammar	1. Rev. J. Currie's Practical School Grammar. 2. Rev. J. Hunter, Milton's Comus.
5. Music	Rev. J. Currie's Elements of Music, Handel's Messiah, Psalmody Chant Book.
6. Mathematics	Colenso's Algebra, Todhunter's Trigonometry, Chambers's Euclid.
7. Drawing.	
8. History	Rev. F. Milner's.
9. Geography	Lawson's Geography. Johnstone's Atlas.
10. Writing.	
11. Latin	Bryce's Senior Latin Reader, Horace, Virgil, and Livy. Smith's Smaller Latin and Bible Dictionaries. Ogilvie's English Dictionary.

TIME TABLE of SENIOR MALES (1869).

——	9–10.	10–11.	11–12.	12–1.	1–2.	2–3.	3–4.
Monday -	English (2).	Bible (1).	Mathematics (3).	Interval.	Music (1).	Latin (1).	Singing (6).
Tuesday -	English (2).	History (2).	Teaching (1).		Geography (3).	Mathematics (3).	—
Wednesday.	Drawing (4).	School Management (1).	Mathematics (3).		—	Latin (1).	Singing (6).
Thursday	English (2).	History.	Teaching (1).		Geography (3).	Mathematics.	—
Friday -	Writing (5).	Bible (1).	Mathematics (3).		Music (1).	Latin (1).	Singing (6), (occasionally).

The numbers refer to the list of teachers.

APPENDIX No. V.

BOOKS used by JUNIOR FEMALE STUDENTS, 1869.

Currie's "Common School Management."
Currie's "Infant School Management."
Currie's "Practical School Grammar."
Constable's "Advanced Reading Book."
Goldsmith's "Traveller" and "Deserted Village."
Riddle's "Scripture History."
Lawson's "Geography of the British Empire."
Johnston's "School Atlas."
Smith's "Practical Arithmetic."
Currie's "Elements of Musical Analysis."
Gordon's "Household Economy."
Gordon's "Scottish Psalmody."
Handel's "Messiah."
Hunter's "School Songs for Advanced Classes."
Curtis's "History of England."

BOOKS used by SENIOR FEMALE CLASS, 1869.

Currie's "Common School Education."
Currie's "Practical School Grammar."
Constable's "Advanced English Reading Book."
Wordsworth's "Excursion." (Book I. The Wanderer.
Lawson's "Geography."
Hughes' "Geography of Europe."
Smith's "Practical Arithmetic for Senior Classes."
A. K. Johnston's "School Atlas."
Curtis's "History of England."
Michel's "Modern Practical French Grammar."
Fleury's "Histoire de France."
Nugent's "French and English Pocket Dictionary."
Currie's "Elements of Musical Analysis."
Currie's "Scottish Psalmody."
Hunter's "School Songs for Advanced Classes." (Part I.)
Handel's "Messiah."
Handel's "Manuscript Music Book."

TIME TABLE for SENIOR FEMALE STUDENTS (1869).

Days.	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.	3-4.
Monday -	History (9).	Sewing (7).	Bible (1).	Interval.	Geography (3).	Music (9).	—
Tuesday -	School Visiting.	School Management (1).	English (2).		French (6).	School Visiting.	—
Wednesday.	History (9).	Drawing (4).	Criticism Teaching (1).		Arithmetic (3)	Singing (5).	—
Thursday	Writing (9).	Bible (1).	English (2).		French (6).	Music (9).	—
Friday -	English (2).	Sewing (7).	Criticism Teaching (1).		Geography (3).	Arithmetic (3).	Singing (5).

TIME TABLE for JUNIOR FEMALE STUDENTS (1869).

Days.	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.	3-4.
Monday -	Arithmetic (3).	Religious Lesson (2).	Infant Sch. Management and Domestic Economy (8).	Interval.	English (2).	Music.	—
Tuesday -	Drawing (4).	Sewing (7).	Geography (3).		School Management (1).	History and Writing (9).	—
Wednesday.	Arithmetic (3).	Religious Lesson (2).	Teaching.		English (2).	Singing (5).	—
Thursday	Infant School Management (8).	Sewing (7).	Geography (3).		School Management (1).	Music (9).	—
Friday -	Arithmetic (3).	Religious Lesson (2).	Teaching.		English (2).	History (9).	Singing (5).

The numbers refer to the list of teachers.

APPENDIX No. VI.

LIST of STUDENTS who left EDINBURGH CHURCH of SCOTLAND NORMAL SCHOOL, December 1868.

Senior Male Class, 1868.

Names.	Appointments.
Boyd, Thomas -	Paxton G.A. School.
Browne, William L.	Assistant, Normal School, Edinburgh.
Buchannan, James	Auldgairnaig G.A.S.
Burns, James -	Assistant, St. Andrew's Sess. School, Dundee.
Cavet, William A.	G.A. School, Stirkoke, near Wick.
Cook, William H.	Assistant, Grammar School, Kelso.
Dickie, Thomas -	Assistant, P. School, Wick.
Duncan, George -	Assistant, W. Calder, P.S.
Ferguson, Duncan	Assistant, Muirkirk Iron Works.

Finlayson, Joseph S.	Assistant, Fisher's School, St. Andrew's.
Govan, William	Assistant, Webster's Seminary, Kirreemuir.
Jamieson, Andrew	Assistant, Coltney's Iron Works School.
Jamieson, John	Assistant, Busby School.
Kyle, Walter	Assistant, Newton Grange School.
Lamont, William	Died during the Midsummer holidays.
Langlands, Robert	Assistant, Salton P.S., Tranent.
McIntyre, John	Neilston Parish School.
McMeckin, William	Gortsherrie Works School.
Meldrum, John H.	Assistant, Arbroth P.S.
Nicoll, Robert	Assistant, Dalbeattie P.S.
Seaton, James	Assistant, Glencorse P.S.
Smith, William	Brova G.A. School, Sutherland.
Somers, John	Assistant, Wilson's School, Whitburn.
Urquhart, Arthur	Assistant, Stobhill G.A. School.
Wilson, Alexander	Tullibardine School.

Appendix No. VII.

Senior Female Class, 1868.

Names.	Appointments.
Allen, Mary Anne	Assistant, P.S., Marykirk.
Bennet, Eliza	Assistant, Dunfermline Ind. School.
Callum, Eliza P.	Inverkeithing School, Turreff.
Carmichael, Jane	Kingswood Girl's School, Wotton-under-Edge.
Collie, Eliza	Assistant, Normal School, Edinburgh.
Edington, Janet	Assistant, St. Mary's Sessional School, Edinburgh.
Esselment, Isabella	G.A. School, Proncy, Darnoch.
Gillespie, Margaret	Assistant, Langholm P.S.
Hardie, Annie	Fem. School, Dee Foot, Aberdeen.
Hepburn, Elspet J.	Inversnaid G.A. Girls' School.
Ironside, Jane	Assistant, Denholm P.S.
Johnston, Margaret	Dalmellington Iron Works School.
Kidd, Jane	St. John's School, Leith.
McKay, Helen	Fem. Sess. School, Linlithgow.
McEwan, Mary	Buccleuch School, Edinburgh.
Murray, Margaret	Fem. School, High Ackworth, Pontefract.
Struth, Elizabeth	Fem. School, Hebburn, Gateshead.
Tait, Elizabeth	Assistant, Halyroode School, Peebles.
Taylor, Isabella	Gilmerton School, near Edinburgh.
Tocher, Margaret	Fem. School, Lochgilphead.
White, Jessie	Airth Fem. School, near Falkirk.

Non-bursars.

Beaton, Jessie	Obbe School, Harris.
Kells, Agnes	Fem. School, Rigg of Gretna.
Mingay, Susan	West Linton Episcopal School.
Stott, Eliza Hay	Gamrie (Pitgair) School, Aberdeen.
Taylor, Mary	Assistant, Corstorphine P.S.

Appendix No. VIII.

Account of the Income and Expenditure of the Edinburgh Church of Scotland Training School, for the Year ending 31st December 1869, showing the Amount actually Received and Disbursed during the year.

The number of students resident throughout the year, admitted pursuant to Art. 107, was, males 55 6/12, females 52 6/12. Total 108.

Ditto ditto not so admitted, was 4 (males).

Income,				£	s.	d.
To Balance on 1st January 1869 (if in hand)				476	12	10
„ Grants from the Committee of Council on Education	£3,268	3	1			
„ Grants from Education Committee of Church of Scotland, 250*l.*, Glasgow Sub-Committee of ditto, 100*l.*	350	0	0			
„ Fees of 38 6/12ths students paid for maintenance	496	9	0			
„ Amount received from students for books sold to them	224	0	0			
„ Current income arising from other sources, viz.:—						
From interest on bank account £12 6 3						
Casual receipts 0 1 9						
	12	8	0			
				4,351	0	1
				£4,827	12	11

Expenditure.				£	s.	d.
By Salaries of teachers, or officers engaged in discipline				1,254	5	0
„ Books, apparatus, and stationery				245	7	11
„ Printing, postages, and other office charges; (*a*), salaries, 114*l.* 3*s.* 4*d.*; (*b*), printing and incidents, 40*l.* 11*s.*				154	14	4
„ Board of two teachers or officers 38 6/12ths students and four servants				672	0	7
„ Wages of three servants not engaged in instruction or discipline				99	16	0
„ Fuel and lights				75	2	2
„ Medical attendance for 108 students (*i.e.*, doctor's and druggist's bills only)				34	1	8
„ Replacement of furniture and repairs to buildings				91	13	4
„ Rent, rates, taxes, and insurance				304	6	4
„ Other current expenditure not included above, viz.:—						
On account of bursaries to students	£1,137	0	0			
Expenses connected with annual examination of students	16	13	0			
				1,153	13	0
				£4,085	0	4
„ Balance on 31st December 1869 (if in hand):—						
In bank	£732	12	7			
„ Secretary's hands per petty cash book	10	0	0			
				742	12	7
				£4,827	12	11

REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, D. MIDDLETON, Esq., LL.D., *on the* CHURCH OF SCOTLAND NORMAL SCHOOL, GLASGOW.

MY LORDS, Bothwell, March 1870.

THIS Normal School has been so often reported on in detail by my colleague, Mr. Gordon, that little is left to me to say about its internal working and arrangements.

The buildings, furniture, &c. are in very good condition. The large sum of 538*l.* 5*s.* 1*d.* (see Abstract of Accounts) has been expended on them last year. Premises.

The medical officer reports, that—

"The students this year have been, particularly the females, as healthy as in former years. Amongst the males, one had congestion of the upper lobe of the right lung, another had attack of rheumatic fever, and two died in the course of the summer. In no instance could the illness of these young men be attributed to over work. Amongst the females only slight ailments. The situation of the schools and college is open, airy and healthy; the rooms are spacious, well lighted and ventilated, the playgrounds and students' quadrangle are large, and all sanitary measures are promptly and carefully attended to." Health of students.

The Principal has favoured me with a note of the changes in the training department since last report. Changes.

1. The introduction of practical cooking. About 20 female students avail themselves of the good opportunity of learning how to cook their own dinners. This, besides being instruction is a convenience to those who live in a distant part of the city. Cooking.

2. An elementary course of lessons in Greek has been organized, Latin is continued. My offer to examine in classics was declined, because the students had for some time been employed exclusively in getting up the subjects essential for certificate. Classics.

3. Military drill has been introduced under a competent drill master. Drill.

4. The second year's students have been sent to spend half a day in each of ten schools in Glasgow, selected no doubt for their goodness. Several of these schools I know well of old. "Essays were written by all the students "on the new and interesting methods that attracted their "attention, and many beneficial results followed." Students sent to visit other schools.

This I consider by far the most important of these four changes. It is a most healthy, instructive, and suggestive course to send these young men and women to see with their own eyes the practical working of so many good schools. This cannot fail to give them a wider view of school methods than they could possibly get at the practising department

of any Normal School, however ably officered and well conducted.

The Principal reports,—

Teaching of science.

"The teaching of science in connexion with the South Kensington Museum has been very successful. 48 students out of 54 presented having been successful in gaining certificates, while nine distinguished themselves by gaining Queen's prizes. Inorganic chemistry was the subject of study, but being impressed with the primary importance of physiology in relation to the laws of health, I have made arrangements for the selection of that subject for next course. Some useful lessons may thus be given by the students in their future vocations as teachers in elementary schools. I have also got the consent of the committee to extend the lessons in science to the pupils attending the practising department, and a class has just been formed. Elementary physics having been preferred owing to the recognised advantage which this subject possesses of enabling the teacher to proceed from the 'known to the unknown."

"Arrangements have also been made to establish six elementary scholarships of 10*l.* each, to be competed for by boys between 10 and 16 years of age, subject to the conditions laid down by the department."

Lectures.

It was my duty to hear the officers of the training department lecture, to hear the students read and recite, and to hear students of the second year teach a class. This occupied me seven days.

The Principal took Jacotot and his school method, giving an outline of his career, quoting largely in illustration of his method, and summarising under four heads, (1) learn, (2) repeat, (3) reflect, (4) verify.

Mr. Dixon took interest and discount, and briefly exhausted the possible cases that can arise.

Mr. Calvert read interesting notes about the commerce (chiefly internal) of Asia. Very good mapping shown.

Mr. Robertson took British History, and illustrated very well how a diagram can be made useful to the memory in getting up dates and facts.

One more lecture, widely different from all these, deserves notice. It was by a student to his fellow students on cotton, before Mr. Dixon and me. It was remarkable only, for poverty of language, bad pronunciation, and bad grammar.

Industrial department.

The industrial department under Miss Foulis is conducted very satisfactorily.

Recitation.

The recitation of poetry was, on the whole, uncommonly good.

Reading.

The reading was generally good, but not so good as the recitation, no doubt because the exercise could not be got up so surely as the lines of poetry. In both these exercises, the improvement made from first to second year proves that the art is taught by a skilful hand. The females do better than the males.

In regard to the teaching, the students of the second year laid before me a great variety of very carefully written out model lessons. These lessons were generally well given. I marked their merit according to the exhibition, but with no hope at all, that the students, as a body, will ever reach the same high marks in actual school keeping that they now get for their model prepared lessons. Teaching.

The "model lesson" is essentially fallacious. It can be given excellently by the most hollow, faithless, *actor*; while the most faithful and efficient teacher frequently fails to make a good appearance in it. I should like to see a *simple pass mark* given to students by the Principals of Normal Schools, and the *real teaching* left to be reported on, when the parchment falls to be issued. Tested by an experienced eye and ear, the *general fitness* of the students is sufficiently measured, or may be, at the reading exercise. "Model lesson" fallacious.

In hearing the teaching of the second year's students, one thing struck me, much more in the case of males than females. It is this. When off their guard, and speaking as they will do in the schools they may have in charge, they very frequently fall down from their show style of reading and the grammar rules they may have learned bookwise, and address a class in *natal* words and tones, forgetful of Lindley Murray and Walker. Practical solecisms.

I took note of the chief of these solecisms, and handed the note to the Principal, suggesting that he should instruct the lecturers in the training department, and the teachers in the practising department, to take similar notes for each student and hand them to him, so that he may be enabled to deal with each case privately, and in confidence.

Mere mechanical parsing, enforced with ungrammatical language, is worse than vanity, it is waste of time. Such grammar an inspector has often to hear. The right use of language springs up in the minds of the young, far more from example than precept. This is a truth only yet dawning on the minds of many teachers. It has thrust itself upon me all over Scotland. It is not confined to teachers of *non*-university education. My idea is conveyed entirely in the words of Mr. Hall (Report, 1868–69, p. 352):—

> "Some masters, whose teaching I remember with pleasure, never allow an ungrammatical expression to pass uncorrected, no matter what the subject presently in hand may be, and in this way more is done towards instruction in this branch than can be effected by much poring over the text book. The teacher, whose ear is grammatically dainty soon makes his scholars as fastidious as himself, and all solecisms are speedily laughed out of his classes."

I had the pleasure of hearing the students sing a number of pieces in parts, and, as far as I am able to judge, they Singing.

reflected great credit on the well known skill and enthusiasm of Mr. Lithgow.

Female boarding house.

A question was put to me by the Principal, whether I thought a boarding house (as in Edinburgh) for female students was desirable? I had no hesitation in saying yes, most desirable. The question is well worth the attention of the Glasgow Committee.

Christmas examination.

The duty of holding the Christmas examination was shared between Mr. Hall and me, he taking the females, I the males. We had the aid of Mr. Calder, my energetic and able assistant. The following is the classification of the candidates:—

Male students	1st year	24
	2nd year	26
Female students	1st year	26
	2nd year	29
Male teachers		18
Female teacher		1
		124

The result of the students' examination is as follows:—

	Division.				Failure.
	1.	2.	3.	4.	
First year males	4	14	5	—	1
Second year males	3	17	6	—	—
First year females	15	9	2	—	—
Second year females	15	14	0	—	—
Totals	37	54	13	—	1

Difference between male and female students.

This *pass*, on the whole, is high, and is unquestionable proof of the ability and steadiness of the instruction. A glance, however, discovers a most remarkable difference between the sexes. No less than 30 female students appear in the 1st division, and only 7 males; only 2 females appear in the 3rd division, while there are 11 males; the only student that fails is a male. The cause of this wide difference is not in the Normal School, but outside. The office of pupil-teacher has always tended to attract better born and brought up girls than boys. This tendency increased largely during the last few years, and the wish among teachers to have female rather than male pupil-teachers has become almost, if not entirely, universal. I may add that I concur in the wish.

Apart from this view of the matter, another element comes in. The ranks of candidates for Queen's scholarships have been most unequally recruited by *non-pupil-teachers*. The females have been superabundant and good; the males have been few and generally weak. Hence, from two sources, arises the remarkable difference in all respects between the two classes of students. What I observe this year at Glasgow was equally observable last year at Edinburgh.

The deterioration of male students has I hope reached its limit. A very promising set of young men have this year entered at Glasgow, and it will be a disappointment if they do not rank higher than their immediate predecessors.

Abstract of accounts is appended.

I have the honour to be, &c.

D. MIDDLETON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

ABSTRACT of ACCOUNTS from 1st January 1869 to 31st December 1869.

Training Department.

Dr. *Cr.*

INCOME.	£	s.	d.	EXPENDITURE.	£	s.	d.
To Balance	423	19	8	By Teachers Salaries	1,110	0	0
„ Grants from Committee of Council on Education	3,136	2	10	„ Board of Students	1,161	0	0
„ Church Collections	250	0	0	„ Board of Servants	52	0	0
„ Books sold to Students	252	0	0	„ Servants' Wages	42	10	0
„ Students' Fees	12	10	0	„ Books, Apparatus, and Stationery	279	13	8
„ Interest on Bank Account	24	17	9	„ Printing, Postage, and other Office Charges	40	13	0
				„ Fuel and Lights	18	3	9
				„ Medical Attendance	32	5	6
				„ Replacement of Furniture and Repairs to Buildings	193	2	9
				„ Rates, Taxes, and Insurance	25	6	11
				„ House Expenses	41	19	2
				„ Church Seats	7	17	0
				„ Allowance to Edinburgh Training College	100	0	0
				„ Balance	994	18	6
	4,099	10	3		4,099	10	3

Practising Department.

To Balance	172	3	10	By Teachers' Salaries	665	8	4
„ School Fees	1,022	6	5	„ Books, Apparatus, and Stationery	13	8	9
„ Balance	17	13	0	„ Fuel and Lights	25	2	9
				„ Replacement of Furniture, and Repairs to Buildings	345	2	4
				„ Servants' Wages	37	10	0
				„ Household Expenses	16	3	7
				„ Printing, Postages, and other Office Charges	82	8	0
				„ Rates, Taxes, Insurance	26	19	6
	1,212	3	3		1,212	3	3

	£	s.	d.
Training Department.—Excess of Income over Expenditure	994	18	6
Practising Department.—Excess of Expenditure over Income	17	13	0
Balance in Royal Bank 31 December 1869	977	5	6

REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, JAMES CUMMING, Esq., LL.D., *on the* FREE CHURCH TRAINING COLLEGE, EDINBURGH.

MY LORDS,

I BEG leave to submit to your Lordships the following report for 1869, on the Free Church Training College in Edinburgh.

Students.

The students in this institution, as has appeared from former reports, are arranged in four classes—the senior and junior male and female; of the male students, 22 were enrolled in the senior, and 20 in the junior, class; of the female students, 32 were in the senior class, and 51 in the junior. Of these, one male and one female student left the institution before the examination in consequence of ill-health. Another student, the only one who is reported as having failed, had been absent during two months of the session for the same reason. Notwithstanding these cases, the health of the students, as will appear from the medical certificates, has been, on the whole, remarkably good.

Staff of lecturers and teachers.

In the staff of instructors the change has been small. In consequence of advancing years, the valued services of Mr. Steele have been less regular than they were wont to be, and arrangements have been made with a view to secure the regular instruction of the students in his department without entirely dispensing with his labours. In particular, the grammatical department has been, to a considerable extent, entrusted to Mr. Clark, who had been sufficiently distinguished to attract the notice and secure the confidence of the Committee. In other respects the conducting of the institution has been, as nearly as possible, such as I described in my last report.

Superintendence of the Principal.

In particular I have to record my continued satisfaction with the able manner in which the affairs of the college are superintended and directed by the Principal. On different days when I visited the college in last October, I heard him instructing the students personally on various subjects. First, combining the senior and junior female classes, he lectured and examined on a portion of the Gospel of St. John. Again, he exercised the senior male students on Greek and Latin Grammar and portions of Xenophon and Livy; and once more I heard him lecture on school management—especially on the subject of discipline—on the extreme principles which have been maintained as to the employment of force and reasoning, on the devices which have been used or recommended, and on the influence of the teacher On

yet another occasion the lecture was on the teaching of grammar and geography. The whole seemed to be characterised by good sense and practical wisdom, and to be well fitted to interest and direct the students.

Particular subjects of lecture.

Mr. Clark, whom I have already mentioned, I heard with much satisfaction instructing the junior male students in a part of the Acts of the Apostles in the Greek Testament, and at another time examining on scripture geography.

The mathematical department seemed to be conducted by Mr. Lees with animation and skill. His expositions of trigonometry, or of what used to be called the arithmetic of sines, and of algebra as far as quadratics (involving surds), were clear and apparently successful.

Mr. Kennedy lectured on various subjects connected with practical school instruction. I was especially pleased with the exercises which some of the senior female students had prepared under his direction in the form of paraphrases on particular passages in Wordsworth's "Excursion"; they seemed to show a nice and exact perception of the poet's meaning, and a power of expanding his ideas in flowing and appropriate prose.

The instructions of Miss Shanks, Miss Millar, and Miss Cooper were entitled to the same commendation which I have had the pleasure of expressing in former reports.

In the department of drawing Mr. Hodder and Miss Ashworth continue to impart their lessons with the same assiduity and skill as I have described on many occasions.

Mr. Strang lectured in my hearing on musical transposition and modulation in an intelligent and lucid style.

Instruction in teaching.

Besides the various lectures on subjects of useful knowledge and on topics of professional practice, I was present at two lessons, one on a religious and the other on a secular subject, given by two of the female students in presence of the combined female classes, and criticised by the Principal with his usual discrimination.

Of course, knowledge and skill in teaching and in organising and regulating a school are the objects which a training college is specially designed to secure; and I have reason to believe that these objects have been kept in view in any new arrangements that have been made from time to time in this college. Some of the female students may, from taste or aptitude, be better suited for an infant school than others are, or than they themselves would be for a different kind of school. Still it is not desirable that any of these students should be ignorant of the infant-school system; and even the male students may study the subject with advantage, that they may know how to deal most effectually with

the youngest classes in a common school. One seldom sees the ball frame in any other than an infant school, yet I have often wished that I had found it in more advanced schools when I was exercising pupils under the first standard in addition and subtraction. Had they been accustomed to *see* on the frame that 4 and 5 made 9, or that 4 taken from 9 left 5, their answers would be much more prompt than I often find them, even when they are correct.

I believe that this endeavour to make the whole system of instruction as *widely* useful as possible, without overlooking the special training of particular classes, has been carefully kept in view. The range of subjects of lecture is, of necessity, regulated by the requirements of the syllabus; and in reference to this I beg leave to quote a sentence or two from the statement made to the Committee of Council by the Principal:—

"Might I take the liberty in this report of suggesting that it would simplify our work if those only of the junior male students were required to construct a time-table at the end of their first year who did not intend to return for a second year's residence? A time-table can only be constructed with intelligence when the subject of organisation has been studied, and this is prescribed as part of the work for the second year."

Results.

In considering the results of last year's work, I think there is good reason to be satisfied. Of 123 students who were examined, 56 passed in the first class, 49 in the second, 17 in the third, while only one is said to have failed. I have already accounted for that failure by mentioning that the student was absent for two months of the session in consequence of illness. The results may be presented in greater detail in a tabular form.

		Presented.	Passed			Failed.
			1st Class.	2nd Class.	3rd Class.	
Males	2nd year	22	4	9	8	1
	1st "	19	5	11	3	—
Females	2nd "	32	21	11	—	—
	1st "	50	26	18	6	—
	Total	123	56	49	17	1

Grants to the Drawing Department.

Grants for drawing.

In the month of August 1869 I received from the Privy Council Office a communication (dated 6th August) containing a statement of sums which had been paid on account

of drawing in this college, and I was directed to inquire what relation these bore to the accounts of the college. They were partly payments to the managers, partly aid towards purchase of examples, and partly the estimated value of prizes to scholars or students. The whole sum to which the inquiry related amounted to 21*l.* 12*s.* 3*d.* I brought the subject under the notice of the managers, with whom I had a meeting on the 19th of October. I was then informed that the prizes, valued at 13*l.* 3*s.* 9*d.*, were handed over directly to those who were entitled to receive them, and did not appear in the accounts of the college at all; that the payments to managers amounting to 5*l.* 10*s.* were still under consideration, with the view to their being applied in accordance with instructions which had been received on application to the Science and Art Department. The sum given as aid towards purchase of examples, amounting to 2*l.* 18*s.* 6*d.*, is more difficult to trace in the accounts. Every facility was allowed to me in examining those accounts; but so far as I can perceive, the periods of settlement with Messrs. Chapman and Hall are different in the Council Office and in this college, so that while the last grant, amounting to 1*l.* 18*s.* 10*d.*, is distinctly stated in the accounts, the addition of any preceding grant would considerably exceed the sum contained in the statement forwarded to me. On the whole of this subject I beg leave to refer to the annexed letter (see Appendix), with which I have been favoured, from Mr. Thomson, the secretary of the education department of the Free Church.

I have the honour to be, &c.

JAS. CUMMING.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

DEAR SIR, Edinburgh, 3rd December 1869.

I AM sorry that I cannot find any account agreeing with the sum of 2*l.* 18*s.* 6*d.* stated in the paper which you left with me to have been given by the Science and Art Department to the Free Church Normal School here, in the year ending 31st March 1869, as "aid towards the "purchase of examples." I send you herewith the only account which I have of the kind that seems to be referred to. You will observe that towards the purchase of the articles mentioned in the accounts, the Science and Art Department gave aid to the amount of 1*l.* 18*s.* 10*d.* The sum of 15*s.* 8*d.* was paid to Messrs. Chapman and Hall by the managers of the school, and has been entered in the books as part of the expenditure for the current year. The Science and Art Department pay their "aid" direct to Messrs. Chapman and Hall, and it does not appear in the normal school accounts at all. I do not know how often, or at what time, the Science and Art Department settle with Messrs. Chapman and Hall, and I am therefore at a loss to explain how the sum of 2*l.* 18*s.* 6*d.* is made up. But what I have stated with regard to the enclosed account is perhaps sufficient to show the manner in which the managers of the school deal with the aid towards the purchase of examples. With regard to the prizes given by the Science and Art Department to scholars or students attending the school, they are handed, as I have mentioned to you, to the parties for whom they are intended, and as it is not a money transaction at all, so far as the managers are concerned, no entry is made in the accounts of the school.

I send you herewith copy of correspondence between this office and the Science and Art Department with reference to the payments made on account of students who complete their drawing certificate before quitting the college. The managers will keep the sums so received quite separate from the ordinary accounts of the school.

The general answer then to the inquiry as to the relation which the grants from the Science and Art Department bear to the college accounts, as rendered to the Education Department, is that they do not form part of the accounts so rendered.

I am, &c.

Dr. Cumming, ALEXR. THOMSON.
Her Majesty's Inspector of Schools.

LIST of all STUDENTS who left the EDINBURGH FREE CHURCH TRAINING COLLEGE in December of the year 1868, and the Schools to which they were appointed.

Male Students.

Borthwick, Archibald W.	Portmoak Free Church School.
Briers, William - -	Assistant, Clarkston Academy, Airdrie.
Campbell, Alexander -	Assistant, Lerwick Institute.
Copland, James - -	Jemimaville Free Church School.
Dishart, William - -	British School, Crewe, Chester.
Donald, John L. - -	Girvan Free Church School.
Dron, Robert Nicol -	Railway School, New Shildon.
Dunlop, William - -	Assistant, South Free Church School, Aberdeen.
Gibson, John - -	Assistant, Kirkaldy Burgh School.
Kay, John - - -	Assistant, Dalkeith Academy.
Kelman, John - -	Dead.
Kinnear, Samuel - -	Assistant, Free St. Paul's, Edinburgh.

Mann, Leslie	Assistant, Trades' School, Aberdeen.
Mathieson, John	Assistant, Free Church School, Leven.
Melrose, Daniel	Assistant, Private School, Uxbridge.
Melville, James	Assistant, Moray House.
Mitchell, William	Fossoway Free Church School.
Neilson, William	Assistant, Free St. George's School, Glasgow.
Nicol, James C.	North End Presbyterian School, Birkenhead.
Reid, John	Free Church School, Peterhead.
Robertson, George	Assistant, Lerwick Institute.
Stott, Alexander	Garnochan Subscription School, Braco.

Female Students at end of Second Year.

Allan, Agnes	New Shildon Girls' School.
Beattie, Davina	All Souls' Infant School, Vauxhall Road, Liverpool.
Carson, Charlotte	Presbyterian School, Salford, Manchester.
Crichton, Agnes	Dysart Subscription School.
Duthie, Agnes	Dead.
Grant, Mary Ann	General Assembly School, Stoer-by-Lairg.
Gregor, Jessie	At home ill.
Johnston, Isabella	Dr. Bell's School, Hiddry Street.
Killar, Mary Ann	Russel Infant School, Dundee.
Laws, Isabella	Infant British School, Berwick-on-Tweed.
Lillie, McKenzie	Presbyterian School, Morpeth.
McFarlane, Janet	At home ill.
Menzies, Christina	Tron Female Industrial School.
Mercer, Margaret	Tranmere School, Birkenhead.
Mitchell, Janet	British School, Crewe, Chester.
Munro, Annie	Free Church School, Bowmore, Islay.
Palmer, Margaret	Infant National School, West Hartlepool.
Paton, Annie	Assistant, The Trees, Stafford, Darlington.
Paton, Annie R.	Ramshead Girls' and Infant School.
Robertson, Christina	Infant School, Pease's, West Darlington.
Scott, Mary A.	Comrie Female and Industrial School.
Shearer, Mary A.	Assistant, Hawick.
Simpson, Margaret	Free Church School, Tyne-of-Skene.
Stephen, Margaret	Jarrow Chemical Works School, South Shields.
White, Helen	Fellside School, Kendal.
Young, Euphemia	Fordyce Free Church School.

Female Students at end of First Year.

Findlay, Sophia C.	Teaching privately, Nantwich, Chester.
Kennedy, Elizabeth	Backmeadord Day School, Lyon Street, Manchester.
Ord, Maria B.	Assistant, Fountainbridge Free Church School.
Smith, Jane	St. Thomas Mission School, Canongate.
Stephen, Martha	Free Church School, Lumsdaine Village, Aberdeen.

REPORT, *for the Year* 1869, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., LL.D., *on the* FREE CHURCH NORMAL SCHOOL, GLASGOW.

MY LORDS, Glasgow, March 1870.

IN obedience to your Lordships' commands I have the honour to present my report on this institution for the year 1869. The inspection took place in May and October, and occupied my whole time for nine days.

I found in regular attendance 90 students, distributed as follows:— Number of students.

MALES.	
First year	10
Second year	18
	28
FEMALES.	
First year	24
Second year	38
	62

There were thus four male students less, and six female students more, than in 1868.

These may be further divided into two classes, viz.:—

1. STUDENTS HOLDING CHURCH BURSARIES.

Males.	
21, each	£24
7 „	20
Females.	
20, each	£18
26 „	15

2. ORDINARY, or SELF-SUPPORTING STUDENTS.

Female	16

The sanitary arrangements of the college are excellent, and the health of the students during the past year has been unusually good, as will appear from the following statement, with which I have been favoured by Dr. Adams, the medical officer to the institution:— Health of the students.

"62, Cambridge Street, Glasgow,
"26th October 1869.

"It is with very great satisfaction that I am able to state that, since the date of my last report till the present time, the health of the students, attending the Free Church Normal School, has been uniformly and unprecedentedly good. There have been no cases of illness of a serious

character, and the ailments, requiring my professional aid, have been of a character altogether trivial, and in number less than during any former period

(Signed) "JAMES ADAMS, M.D.,
"Medical Officer of the College."

Christmas examination.

The same arrangements were made for the Christmas examination as heretofore. The male candidates met in the upper hall of the college under my own superintendence, while the female candidates, being the larger number, assembled in the senior school under the superintendence of my colleague, Mr. Ogilvie. This arrangement was found very convenient, and satisfactory to all parties.

Staff.

The following are the officers of the institution :—

Principal	Thomas Morrison, Esq., M.A.
Secretary	William Kidston, Esq.

College Department.

Lecturer on Mathematics, &c.	The Rev. John Kerr, M.A., LL.D.
Lecturer on History and Geography	A. H. Dick, M.A., D. Sc.
Lecturers on English Literature and Classics	The Principal and Dr. Dick.
Master of Method	Edmund Boyd.
Teacher of Music	John McLelland.
Teacher of Drawing	Alexander Banner.
Teacher of French	Monsieur Gorecki.
Tutor	Duncan Rodger.
Medical Officer	James Adams, M.D.
Lady Superintendent and Needlework Governess	Miss Wallace.
Music Governess	Miss Hood.

Practising Schools.

Initiatory Department	David Caughie. Miss Caughie.
Juvenile Department	David B. Hutcheon. Alexander Walker.
Senior Department	James White. Robert Robertson.
Model Village School	William Sloan.
Teacher of Drawing	Alexander Wilson.
Industrial Department	Miss Boyle.
Janitor	John Riddell.

In this staff there have been several changes in the course of the year. In the college department Miss Wallace, assisted by Miss Hood, the music governess, has taken the place of Miss Sinclair as Lady Superintendent, in addition to her duties as needlework governess, while in the practising schools Mr. Walker has been substituted for Mr. Waddington, and Mr. Robertson for Mr. Stewart, as assistants in the juvenile and senior departments, and Miss Boyle now superintends the industrial instruction in the room of Miss Harper. It affords

me much pleasure to record the high opinion which an official intercourse of twelve years has led me to form of the administrative ability of the Principal, and of the teaching power and general intelligence of the lecturers and the other masters, &c. of the institution.

Time Tables.

The arrangements of the course, and the distribution of time among the various subjects of study are much the same as last year, and may be seen from the appended time tables (Appendix A.) in use in the college department. But as a short summary is often more intelligible than a detailed statement, I have also prepared the following analysis:— Time tables.

Analysis of Time Tables, showing the Distribution of the Hours of Study for One Week.

Subjects.	Male Students.		Female Students.	
	First Year.	Second Year.	First Year.	Second Year.
	Hours.	Hours.	Hours.	Hours.
Holy Scriptures and Catechism	3	3	3	3
School management	2	2	2	2
Teaching	2	3	3	4
Arithmetic	4	4	3	3
Mathematics	2	3	—	—
Grammar and composition	3	3	3	3
Geography	3	3	3	3
History	2	2	2	2
Drawing	2	1	2	2
Reading	1	1	1	1
Penmanship	1	1	1	1
Latin	3	3	—	—
Political economy	3	3	—	—
Vocal music	2	2	2	2
Sewing and cutting out	—	—	3	2
Domestic economy	—	—	2	2
Totals	33	34	30	30

Instruction.

In the course of the year, I had repeated opportunities of seeing the methods of instruction pursued by the Lecturers and the other Masters of the College, and I have the pleasure of expressing my satisfaction with the general way in which the work of the institution is carried on in all its departments.

On referring to my notes, I find that I heard the various lecturers discourse and examine on almost every part of the curriculum.

Religious instruction.

The religious instruction, the most important part of the course, is conducted by the Principal with an ability and success, to which I have so often borne testimony in previous reports. I heard him analyze the epistle to the Colossians with the male students of the second year; I heard him also lecture on a passage from the Acts of the Apostles, the institution of the Deaconship, to the female students of the 1st year, and on the IXth satire of Horace with the senior Latin class. His manner is lively, and his exposition is very clear, precise, and interesting.

Mathematics and arithmetic.

Dr. Kerr gave a lecture on "indices and surds" to the senior male students, and one on "arithmetical problems" to the junior male students. Both lectures were simple, clear, and very suggestive, and both seemed to be thoroughly understood and appreciated by the students.

Grammar and history.

Dr. Dick lectured to the female students of the 2nd year on "paraphrasing and parsing," with illustrations from the passage prescribed in the syllabus, and also on history, subject "The Porteous Mob." I remarked the same precision of language, clearness of statement, and accurate teaching, to which I have called attention in former reports.

School management.

I heard Mr. Boyd instructing and examining the male students of the 2nd year in registration. This important subject was skilfully handled by the lecturer, and, judging from the intelligent answers of the class, it seemed to be thoroughly understood, and its value, in an educational point of view, duly appreciated.

Instruction in infant school-keeping.

I was present in the initiatory department during the lessons given by several female students in the presence of their class fellows, and under the superintendence of Mr. Caughie, the Head of the department, and of Mr. Boyd. At the conclusion of this exercise, we retired to the upper hall. Here the students, who had been appointed to take notes, criticised the lessons, commenting freely on matter, manner and processes; after which Mr. Boyd referred in a kindly way to the lessons and the various criticisms, pointing out where each student had come short, and showing how the failures might be avoided in future. In this way all the female students receive much valuable instruction in infant school-keeping.

Reading and recitation.

I heard all the students read and recite passages from the authors prescribed in the syllabus, &c. This exercise (under the direction of Mr. Boyd) was, generally speaking, very well done, while not a few of the students read and recited with much taste and expression.

Teaching.

The lessons given by the students were quite equal to those of former years, and the notes of the prepared lessons

were drawn up with much care, and written out with great neatness. It was a pleasure to read them.

Preparatory Class.

Preparatory class.

This class consists of young persons of both sexes preparing for the admission examination at Christmas. It is conducted by Mr. Rodger, and is of much use to many candidates from the Highlands and Islands, who have no opportunities at home of supplying the defects of early education, or of putting their acquired knowledge into such shape and form as to avail them in the paper-work. There is no preliminary examination, and the fee is small, while in the case of highland students even this is dispensed with; the authorities deeming the success of the young people a sufficient return for the time and labour expended on the class. Not a few pupil-teachers attend this class, and with much advantage. For the *gap* between the requirements of the fifth year and the admission *pass* is so great, that failure is, by no means, a rare occurrence, while the higher places in the class-list are not unfrequently taken by the other candidates. To meet this difficulty, I have endeavoured, in preparing exercises for the annual examination of apprentices, to raise the standard of attainment as high as the Broad sheet will allow. But as the entrance examination is not much higher than the requirements of the 4th school-standard, and the work prescribed for the following years is so limited in character and extent, my efforts have been much circumscribed, and my success, I fear, has been only small.

Practising Schools.

Practising schools.

I have so often directed attention to the excellence of the practising schools, that it may suffice, on the present occasion, to give the statistics of my visit in February last. I found in average attendance 637 children, while 623 were present on the days of inspection, and 501 names were entered in the examination schedule, as having completed the required attendances and fulfilled Articles 40, 47. The per-centage of failure (reading 0·24; writing from dictation 4·41; arithmetic 1·22) is much less than last year, and will bear favourable comparison with any school of the same size, and attended by the same class of children.

Defect in the practising schools.

Although the students have thus the opportunity of acquiring the art of teaching in schools thoroughly organized and admirably taught, there is something wanting. In the practising schools the departments are graduated in such a way that no single one is a model of what an ordinary school

A remedy suggested.

should be. There is, it is true, the model village school, but even this does not supply the desideratum. It has occurred to me that a remedy for this defect might be found in occasional visits to some of the well-taught elementary schools of Glasgow and the neighbourhood. These visits might be made periodically, and could not fail to be productive of much good to the students.

Results.

These are seen in the published class lists, and in the demand for the services of the students, who have completed their course of training in the college.

The following summaries furnish the information under both heads:—

Results of examination of students.

I.

Candidates.	Examined Christmas 1869.	1st Class.	2nd Class.	3rd Class.	4th Class.	Failed.	Percentage successful.
Male students, 1st year -	9	—	1	8	—	—	100·00
„ „ 2nd „ -	18	4	7	7	—	—	100·00
Female students, 1st year -	37	11	18	8	—	—	100·00
„ „ 2nd „ -	24	12	8	4	—	—	100·00
Totals - -	88	27	34	27	—	—	100·00

Thus out of 88 candidates none fall below the third class. It may be further observed that of these 88, 61, or 69·3 per cent., are in the first and second class. This is a very gratifying result, and (to repeat a remark made in former reports) one scarcely to be looked for in an institution, where the number of Highland students on the male side bears such a large proportion to the number in attendance.

On further, and more minutely analyzing the results of the Christmas examination, it appears that—

1. The male students of the first year pass *very well* in arithmetic, spelling, and penmanship; *well* in school-management, reading and repetition, Catechism, and Bible; *very fairly* in Euclid and geography; *fairly* in history and music; *very moderately* in grammar and composition; while in mental arithmetic and economy all are below *fair*,

2. The male students of the second year acquit themselves *very well* in Catechism, reading and repetition, spelling, school-management, music, and teaching; *well* in Bible, arithmetic, economy, and penmanship; *very fairly* in composition; *fairly* in Euclid; *moderately* in grammar and geography; while in

mental arithmetic their standing is *very low*, and in history all are below *fair*.

3. The female students of the first year pass *very well* in reading and repetition, spelling, penmanship, domestic economy, and needlework; *well* in school-management, composition, grammar, arithmetic, and Catechism; *very fairly* in Bible; *pretty fairly* in mental arithmetic; while in geography, and history their standing is *low*.

4. The female students of the second year rank *very high* in Catechism, arithmetic, history, reading and repetition, spelling, penmanship, domestic economy, teaching, and needlework; *well* in Bible, grammar, composition, and school-management; *very fairly* in mental arithmetic, and geography; and *fairly* in music.

II.

Demand for trained teachers.

The number of male students, who finished their training at Christmas 1868, was 14. These have been disposed of as follows:—

Appointed to schools in Scotland - -	13
„ „ England - -	1
	14

The number of female students, who finished their training at Christmas 1868, was 32. These have been disposed of as follows:—

Appointed to schools in Scotland - -	23
„ „ England - -	7
At home - - - - -	2
	32

Examination for Admission.

Results of the examination for admission.

It may be interesting to present in tabular form the results of the recent examination for admission.

Candidates.	Number examined.	1st Class.	2nd Class.	Failed.	Per-centage successful.
Males, pupil-teachers -	21	10	9	2	90·47
„ not pupil-teachers -	18	3	7	8	55·55
Females, pupil-teachers -	13	9	4	—	100·00
„ not pupil-teachers	24	5	15	4	83·33
Totals - -	76	27	35	14	81·57

It thus appears that of 21 male pupil-teachers, only 2, or 9·52 per cent., failed, and 10, or 47·61 per cent., were in the first class: while of 13 female pupil-teachers all were successful, and 9, or 69·23 per cent. were in the first class. As regards the non-pupil-teachers, of 18 males (principally from the remote Highlands and Islands) 8, or 44·44 per cent., failed; while of 24 females (socially, however, much higher than the males) only 4, or 16·66 per cent., failed.

On comparing these results with those of former years, it appears that the proportion of *passes* among the male candidates is very much higher; while the failures among the pupil-teachers (male and female) are only 5·88 per cent. as against 17·39 per cent. last year, and 17·50 per cent. in 1867.

I have the honour to be, &c.

CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX A.

MALES.—FIRST YEAR.

——	9—10.	10—11.	11—12.	12—1.	1—2.	2—3.
Monday.	Mr. Banner. Drawing.	Dr. Dick. History.	Dr. Kerr. Arithmetic.	Principal. Bible.	Dr. Kerr. Euclid.	Mr. Boyd. Writing.
Tuesday.	Mr. Banner. Drawing.	Dr. Dick. History.	Mr. Boyd. Reading.	Dr. Kerr. Arithmetic.	Dr. Kerr. Euclid.	Principal. Bible.
Wednesday.	Dr. Dick. History.	Dr. Dick. Geography.	Mr. Boyd. Teaching.	Principal. Grammar.	Dr. Kerr. Arithmetic.	Mr. McLellan. Music.
Thursday.	Dr. Dick. Geography.	Mr. Boyd. Teaching.	Principal. Grammar.	Dr. Kerr. Arithmetic.	Mr. Boyd. School Management.	Mr. McLellan. Music.
Friday.	Dr. Dick. Geography.	Mr. Boyd. School Management.	Principal. Bible.	Principal. Grammar.	Dr. Kerr. Political Economy.	Mr. Boyd. Teaching.

MALES.—SECOND YEAR.

Monday.	Dr. Dick. History.	Mr. Boyd. Teaching.	Mr. Boyd. Teaching.	Dr. Kerr. Arithmetic.	Principal. Bible.	Mr. McLellan. Music.
Tuesday.	Dr. Dick. History.	Dr. Kerr. Arithmetic.	Dr. Kerr. Geometry.	Principal. Bible.	Principal. Grammar.	Mr. McLellan. Music.
Wednesday.	Principal. Bible.	Mr. Banner. Drawing.	Principal. Grammar.	Dr. Kerr. Arithmetic.	Mr. Boyd. Reading.	Mr. Boyd. Writing.
Thursday.	Mr. Banner. Drawing.	Dr. Dick. Geography.	Dr. Kerr. Geometry.	Dr. Dick. Geography.	Dr. Kerr. Arithmetic.	Mr. Boyd. School Management.
Friday.	Principal. Grammar.	Dr. Dick. Geography.	Dr. Kerr. Political Economy.	Dr. Kerr. Arithmetic.	Mr. Boyd. School Management.	Mr. Boyd. Teaching.

FEMALES.—FIRST YEAR.

Monday.	Miss Wallace. Sewing.	Mr. Banner. Drawing.	Principal. Bible.	Dr. Dick. History.	Dr. Dick. Geography.	Mr. Boyd. Writing.
Tuesday.	Miss Wallace. Sewing.	Mr. Banner. Drawing.	Principal. Bible.	Mr. Boyd. Reading.	Miss Wallace. Domestic Economy.	Mr. Boyd. Teaching.
Wednesday.	Miss Wallace. Sewing.	Dr. Kerr. Arithmetic.	Dr. Dick. Geography.	Mr. Boyd. Teaching.	Principal. Grammar.	Mr. McLellan. Music.
Thursday.	Dr. Dick. History.	Dr. Kerr. Arithmetic.	Mr. Boyd. School Management.	Principal. Bible.	Principal. Grammar.	Mr. McLellan. Music.
Friday.	Dr. Dick. History.	Dr. Kerr. Arithmetic.	Mr. Boyd. Teaching.	Mr. Boyd. School Management.	Principal. Grammar.	Miss Wallace. Domestic Economy.

FEMALES.—SECOND YEAR.

Monday.	Principal. Bible.	Dr. Kerr. Arithmetic.	Dr. Dick. Geography.	Mr. Boyd. Teaching.	Mr. Boyd. Teaching.	Mr. McLellan. Music.
Tuesday.	Principal. Bible.	Mr. Boyd. Reading.	Dr. Dick. Geography.	Dr. Dick. Grammar.	Mr. Boyd. Writing.	Mr. McLellan. Music.
Wednesday.	Mr. Banner. Drawing.	Mr. Boyd. School Management.	Dr. Kerr. Arithmetic.	Dr. Dick. Grammar.	Miss Wallace. Sewing.	Mr. Boyd. Teaching.
Thursday.	Principal. Bible.	Mr. Banner. Drawing.	Dr. Dick. Grammar.	Mr. Boyd. School Management.	Miss Wallace. Domestic Economy.	Mr. Boyd. Teaching.
Friday.	Free.	Miss Wallace. Sewing.	Dr. Dick. History.	Dr. Dick. Geography.	Miss Wallace. Domestic Economy.	Mr. Boyd. Teaching.

Appendix B.

List of Students (Male) who left the Glasgow F. C. Normal School from 1865 to 1869, inclusive, with their destination on leaving, and their present occupation (in continuation of List published as Appendix to Report on Glasgow F.C. Normal School, Blue Book, 1865–66, pp. 486–90).

No.	Name.	Destination on Leaving.	Present Occupation.
1	Thomas Arthur	Teacher	At College.
2	Thomas Brodie	,,	Teacher.
3	John Brown	,,	,,
4	John Connor	,,	,,
5	John Crawford	,,	,,
6	Robert Davis	,,	,,
7	Simon Fraser	,,	,,
8	William Hamilton	,,	,,
9	James Hunter	,,	,,
10	William Leith	,,	,,
11	David Lennox	,,	,,
12	Robert McIlwraith	,,	,,
13	John McKechnie	,,	,,
14	Colin McKenzie	,,	Dead.
15	John McNidder	,,	Teacher.
16	Alexander Miller	,,	Dead.
17	Matthew Pollock	,,	Teacher.
18	John Russel	,,	,,
19	John Scouller	,,	,,
20	James Steele	,,	,,
21	John Thomson	,,	,,
22	William Thomson	,,	,,
23	Peter Wilson	,,	College.
24	Robert Alexander	,,	Teacher.
25	George Campbell	,,	,,
26	Charles Chapman	,,	,,
27	Archibald Clark	,,	,,
28	Allan Dalziell	,,	,,
29	John Dobbie	,,	,,
30	John Fraser	,,	,,
31	James Graham	,,	,,
32	Joseph Ingram	,,	,,
33	Thomas Letters	,,	,,
34	Angus McDonald	,,	,,
35	Donald McIntyre	,,	Dead.
36	Roderick McKenzie	,,	Teacher.
37	John McKinnon	,,	,,
38	Kenneth McLean	,,	,,
39	Thomas Morton	,,	,,
40	Hugh Munro	,,	,,
41	Thomas Scott	,,	,,
42	William Stewart	,,	,,
43	James Whittaker	,,	,,
44	Harvey Campbell	,,	,,
45	James Brackenridge	,,	,,
46	Archibald Fleming	,,	,,
47	John Hendrie	,,	,,
48	Humphrey Hinds	,,	,,
49	Robert Johnston	,,	,,

No.	Name.	Destination on Leaving.	Present Occupation.
50	John McDonald	Teacher	Teacher.
51	Robert McFadyen	,,	,,
52	James McKay	,,	,,
53	Basil McLelland	,,	,,
54	Alexander Murdoch	,,	,,
55	David Newlands	,,	,,
56	Andrew Pringle	,,	,,
57	Robert Smith	,,	Emigrated.
58	James Stevenson	,,	Teacher.
59	George Valentine	,,	College.
60	John White	,,	Teacher
61	Robert Wilson	,,	,,
62	William Wright	,,	,,
63	John Barbour	,,	,,
64	John Campbell	,,	,,
65	David Dunlop	,,	,,
66	John Haddon	,,	,,
67	Alexander Hodge	,,	,,
68	William McKay	,,	,,
69	Benjamin McWhirter	,,	,,
70	William Murray	,,	,,
71	James Semple	,,	,,
72	James Stephen	,,	,,
73	George Taylor	,,	,,
74	Alexander Walker	,,	,,
75	John Blain	,,	,,
76	William Carmichael	,,	,,
77	John Chapel	,,	,,
78	James Finnie	,,	,,
79	John Fleming	,,	,,
80	Charles Fraser	,,	,,
81	William Fraser	,,	,,
82	James Garner	,,	,,
83	John Hyslop	,,	,,
84	Archibald Hood	,,	,,
85	John Inch	,,	,,
86	John King	,,	,,
87	Hamilton Main	,,	,,
88	Hugh Matheson	,,	,,
89	John Middleton	,,	,,
90	Robert Robertson	,,	,,
91	George Scott	,,	,,
92	William Scouller	,,	,,
93	Francis Wilson	,,	,,

ANALYSIS of the foregoing LIST.

Total No. of students		93
Gone to teaching		93
Engaged in teaching at this date	86	
At College with a view to teaching	3	
Dead	3	
Emigrated	1	
Total	93	

Appendix B.

List of Students (Female) who left the Glasgow F. C. Normal School from 1865 to 1869, inclusive, with their destination on leaving, and their present occupation (in continuation of List published as Appendix to Report on Glasgow F. C. Normal School, Blue Book, 1865–66, pp. 486–90).

No.	Name.	Destination on Leaving.	Present Occupation.
1	Ann G. Aitken	Teacher	At home.
2	Marion Bonar	"	Teacher.
3	Christina Cairns	"	"
4	Margaret Campbell	"	At home.
5	Margaret Clark	"	Married.
6	Arabella Edwards	"	Teacher.
7	Arabella Gibbon	"	"
8	Margaret Gray	"	"
9	Isabella Hay	"	Married.
10	Marion Laird	"	Teacher.
11	Mary Laird	"	"
12	Agnes Lang	"	Married.
13	Elizabeth McAslen	"	Teacher.
14	Elizabeth McKenzie	"	"
15	Isabella McPherson	"	Married.
16	Jane McWilliam	"	Teacher.
17	Barbara Moffat	"	"
18	Jessie Simpson	"	"
19	Marion Smith	"	"
20	Mary Wilson	"	"
21	Elizabeth Crawford	"	Dead.
22	Janet Bowie	"	Married.
23	Mary Buchanan	"	Teacher.
24	Catherine Chisholm	"	"
25	Agnes Dewar	"	"
26	Margaret Donald	"	"
27	Isabella Ecklin	"	"
28	Eliza Fleming	"	"
29	Anna Gavin	"	"
30	Margaret Goodwin	"	"
31	Janet Hall	"	Dead.
32	Mary Henry	"	Teacher.
33	Sophia Law	"	"
34	Margaret Logan	"	"
35	Jeanie Lyle	"	"
36	Elizabeth McConnochie	"	"
37	Elizabeth McIntyre	"	Dead.
38	Eliza McLelland	"	At home.
39	Jessie McMath	"	Dead.
40	Kate Mitchell	"	Teacher.
41	Mary Muir	"	"
42	Jane Mungle	"	"
43	Mary Murdock	"	"
44	Mary Watson	"	"
45	Margaret Young	"	"
46	Alina Dingwall	"	"

No.	Name.	Destination on Leaving.	Present Occupation.
47	Henrietta Woodside	Teacher	Teacher.
48	Anna B. Ritchie	,,	,,
49	Isabella Arnot	,,	,,
50	Jessie Bell	,,	At home.
51	Jessie Boyd	,,	Married.
52	Annie Corston	,,	Teacher.
53	Margaret Dickson	,,	,,
54	Janet Fraser	,,	,,
55	Marion Grierson	,,	,,
56	Margaret Hall	,,	,,
57	Mary Hogg	,,	,,
58	Agnes Huntly	,,	,,
59	Emilia Johnston	,,	,,
60	Linay Kelly	Dead.	
61	Jemima Lorraine	Teacher	Teacher.
62	Anne McKendrick	,,	,,
63	Mary McKenzie	,,	,,
64	Jane McLintock	,,	,,
65	Annie Mitchell	,,	,,
66	Mary Moore	,,	,,
67	Margaret Orr	,,	,,
68	Annie Perks	,,	,,
69	Susan Richmond	,,	,,
70	Jane Stewart	,,	,,
71	Janet Alexander	,,	,,
72	Annie Allan	,,	,,
73	Maggie Auld	,,	,,
74	Anna Biggen	,,	,,
75	Jessie Boyle	,,	,,
76	Isabella Campbell	,,	,,
77	Maggie Clelland	,,	,,
78	Mary Clyde	,,	,,
79	Barbara Dargie	,,	,,
80	Mary Ewing	,,	,,
81	Jessie Fergus	,,	,,
82	Agnes Fulton	,,	,,
83	Mary Kerr	At home.	
84	Jessie Gemmell	Teacher	Teacher.
85	Mary McConnell	,,	,,
86	Elizabeth McKendrick	,,	,,
87	Annie McLauchlan	,,	,,
88	Janet McLennan	,,	,,
89	Marion Noble	,,	,,
90	Jane Millar	,,	,,
91	Magdalen Rankin	,,	,,
92	Annie Shaw	,,	,,
93	Isabella Sommerville	,,	,,
94	Maggie Taylor	Dead.	
95	Mary Taylor	Teacher	Teacher.
96	Jane Watt	,,	,,
97	Annie Young	,,	,,
98	Kate Alexander	,,	,,
99	Mary Allardis	,,	,,
100	Janet Arnot	,,	,,
101	Catherine Fergusson	,,	,,
102	Isabella McEwan	At home.	
103	Elizabeth McKenzie	,,	

No.	Name.	Destination on Leaving.	Present Occupation.
104	Sarah Yates	Teacher	Teacher.
105	Isabella Aitchison	Not appointed.	
106	Mary Anderson	"	
107	Agnes Barton	"	
108	Maggie Brownlie	"	
109	Mary S. G. Clark	"	
110	Janet Duncan	Teacher	Teacher.
111	Annie Galt	Not appointed.	
112	Margaret Hogg	"	
113	Anabella Hunter	Teacher	Teacher.
114	Isabella Innes	Not appointed.	
115	Margaret McConachie	Teacher	Teacher.
116	Mary S. McFarlane	"	"
117	Mary McKill	Not appointed.	
118	Christina McKay	Teacher	Teacher.
119	Mary McKay	"	"
120	Marianne Urquhart	"	"
121	Eliza J. Ware	"	"
122	Jane McKay	Not appointed.	
123	Anne Murray	"	
124	Elizabeth McKenzie	"	
125	Ellen Nicholson	"	
126	Sarah Parker	"	
127	Jane D. Wallace	"	
128	Agnes Wilson	"	
129	Eliza Grant	"	
130	Elizabeth Miller	"	

Analysis of the foregoing List.

Total No. of students		130
Deduct—		
a. Died during residence	2	
b. Required at home	3	
c. Waiting appointments	18	
		23
No. to be accounted for		107
No. still engaged in teaching	93	
Dead since leaving school	4	
Married	6	
At home	4	
Total	107	

REPORT, *for the Year* 1869, *by Her Majesty's Inspector, the* Rev. T. WILKINSON, M.A., *on the* EPISCOPAL CHURCH NORMAL SCHOOL, EDINBURGH.

MY LORDS, March 5th, 1870.

I HAVE the honour to report that I visited the normal school at Lochrin House, Edinburgh, in connexion with the Episcopal Church of Scotland, during the week commencing June 21st 1869. Date of examination of college.

The condition of the buildings and premises of this institution continues to be satisfactory. The buildings are in good and substantial repair; they are well kept, clean, and well ventilated; and the internal arrangements are excellent. Buildings satisfactory.

The college is capable of accommodating 26 students. At the date of my inspection there were 21 students on the books of the institution, 12 seniors, and 9 juniors. Of the former 10 had been pupil-teachers and two had not; of the latter seven had been pupil-teachers and two had not. Of the total number 17 had been pupil-teachers, and four had not. Accommodation.

The terms of admission, viz., the payment of 3*l.*, conditionally returnable at the end of the two years' residence, and the form of declaration signed by each student admitted after the December examination, remain the same as in former years, and during the past year no breach of good faith in either of these respects has taken place. Terms.

The following Table exhibits the employment of each hour of the day, and the distribution of time among the officers of the institution (*see next page*). Time table.

The officers of the college at the time of my visit were,— College officers.

1. Rev. C. Smith, Principal, B.A., of King's College, London.
2. Miss Smith, Governess, Certificated Teacher.
3. Miss Bowden, Mistress of the Practising School, and teacher of Method and Music, Certificated Teacher.

Miss Smith only commenced her duties three weeks before my visit, in succession to Mr. Chisholm, the late vice-principal. I am unable to express a decided opinion of Miss Smith's powers after so brief a time of engagement; but my impression of a lesson given by her on geography to the second year's students was very favourable. Her manner is quiet and pleasing, and I have little doubt that her influence and labours in the college will be salutary and satisfactory. New governess. Lesson on geography.

The lecture by the Rev. Principal on history was marked by his usual lucid manner and thorough acquaintance with his subject. Reverend Principal.

I beg to repeat here the opinion expressed in my former

Time Table.

	7.0	8.0	9.30	10.15	11.0	11.45	12.3	1.15	2.15	4.0	5.0	5.30	6.30	7.15	8.15	9.15	10.
Monday		Arithmetic.*	S. Drawing.* | Geography.* J. Scripture.† Liturgy.†			Scripture.† Liturgy.† Drawing.* | Geography.*		Dinner.	Principal's Lecture.	Recreation of one hour at least for a general walk.	Recreation within the College.	Private Study.	Private Study.		School Management.‡ Music.‡		Prayers and retire.
Tuesday		Arithmetic.*	S. Drawing.* | Geography.* J. Grammar.†			Grammar.† Drawing.* | Geography.*							Sewing.*	Tea and recreation.	Private Study.		
Wednesday		Mental Arithmetic.*	S. Drawing.* | Geography.* J. Scripture.† Liturgy.†			Scripture.† Liturgy.† Drawing.* | Geography.*							Private Study.		School Management.‡ Music.‡		
Thursday		Arithmetic.	S. Drawing.* | Geography.* J. History.†			History. Drawing. | Geography.							Sewing.*		Private Study.		
Friday		Arithmetic.	S. Drawing.* | Geography.* J. Scripture.† Liturgy.†			Scripture. Liturgy. Drawing. | Geography.							Domestic Economy.*		School Management.‡ Music.‡		
Saturday		Private Study for Examination.	Examination.					1.0 Recreation.					6.30.		Private Study.		
Sunday			9.30 Private Study.	10.0		Morning Service.		1.0 Recreation.	2.0	4.0 Private Study.	5.0 Tea.	5.30	6.30		Evensong. 8.0	Private Study. 9.0.	

S. Seniors. J. Juniors. * Governess. † Principal. ‡ Normal Mistress.

reports, that Mr. Smith is a sound, most efficient, and valuable teacher; he is highly and deservedly respected by the students, and his earnest endeavours to improve them are deeply appreciated by those placed under his charge.

Miss Bowden continues to discharge her duties with singular efficiency and success. Model mistress.

An important part of my duty in connexion with the annual inspection of this training college is to hear all the students, both of the first and second years, read and recite from memory, and to hear all the latter give a model lesson on some subject previously selected and arranged. My general impression as to the manner in which these respective exercises were performed, was very favourable. The reading struck me as being decidedly good throughout, that of some of the students strikingly good. The pieces chosen for recitation were of great variety, and they were very well recited. The lessons given were also varied, generally well arranged, and in some cases excellently illustrated. Reading. Recitation. Lessons on black-board.

The arrangements made for the instruction of the students in the practical work of teaching consist in lectures given in college by the mistress of method, in criticism lessons, and in regular attendance of the students by rotation in the model school. School practice.

The following report as to the mode of proceeding in this respect has been sent to me by Miss Bowden:

> The students are taught music in Lochrin House by lectures with exercises on the black-board, terminating generally with an examination on the subject just taught, which they write on paper.
>
> School management is taught from Currie's text-book, with examination and reproductions on what the students get up from it.
>
> E. Bowden.
>
> June 30th 1869.

Dr. Hunter, the medical attendant, reports very favourably of the health of the students.

Of the successful efforts and high merits of the several officers of the college, the satisfactory results of the last December examinations, just published, afford ample testimony. Results.

In the case of no student, either of the first or second year, has there been a single failure; neither has any student of either year fallen into the fourth division. No failure in either year.

Of the nine first year students, 55·5 per cent. have been placed with the second division, 44·4 per cent. in the third division. First class students.

Of the 12 second year's students 83·3 per cent. are placed in the first division, and 16·6 per cent. in the second division, showing a higher per-centage of second year's students placed High results as to second year's students.

in the first class than in any other normal college in England and Scotland, exceeding by 13·3 per cent. the highest English college, and by 17·3 per cent. the highest Scotch normal college. This is certainly a very brilliant result, and reflects the highest credit on the students and on the system which has produced such remarkably satisfactory results.

First year's students not so successful.

This success is, however, in some degree neutralized by the absence from the first class of any first year's student, and although in this respect the condition of the college, as regards the others referred to, is less satisfactory, still it is sufficient to justify confidence in the teaching, and a strong hope that in December next the high class position of the second year's students may be attained by their successors, and a wholesome spirit of emulation excited among the entire household.

Conclusion.

In conclusion, I may be allowed to express my gratification in finding this institution in so flourishing a condition, and so well answering the purpose for which it was designed.

I have the honour to be, &c.

T. WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX No. 3.

LIST (under Counties) of ELEMENTARY SCHOOLS, aided from the Parliamentary Grant up to 31 December 1869:

1. For BUILDING OR FIXTURES. In all these cases, unless marked with an asterisk * (grant from the Treasury before appointment of a Committee of Council on Education), the right of inspection is permanently secured by deed.
2. For ANNUAL MAINTENANCE. In these cases, if there has been no grant for Building or Fixtures, the right of inspection is limited to the continuance of aid.
3. For BOOKS, MAPS, AND APPARATUS. These grants have not been made since 1861. The managers receiving them engaged that the school should be open to inspection for seven years. The schools which have received no other grant are distinguished by ‡ prefixed.

ENGLAND.

NOTE.—N. or Ch. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B., with the *British and Foreign School Society*; W., *Wesleyan Methodists' Conference*; R., *Roman Catholic Poor School Committee*; P., that it is a *Parochial* School; and U., a *Poor Law Union* School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.†	Amount.
	BEDFORDSHIRE.	£ s. d.		£ s. d.
181	Ampthill - N. 3	225 0 0	114	46 3 10
181	Ampthill Infant - N.	59 17 6	32	7 4 2
181	Ampthill - B. 6	190 0 0	76	38 3 8
180	Arlsey, St. Peter's - N. 10	334 4 0	105	32 3 6
182	Aspley Guise N. 6	273 10 0	102	46 15 8
			19	5 14 2
182	Aspley Guise B. 6	- - -	64	29 2 6
179	Barford, Great - N. 11	213 0 0	78	36 16 8
			18	6 18 4
179	Bedford, Hawes Street - 11	- - -	89	45 0 0
179	Biddenham - N.	*45 0 0		
	" - "	65 0 0		
180	Biggleswade N. 11	*150 0 0	215	100 18 4
	" - "	142 5 3		
180	Biggleswade B. 7	- - -	233	128 5 4
183	Billington - N. 6	146 0 0	18	5 18 3
179	Bletso - N.	100 0 0		
180	Blunham - N.	52 0 0		
184	Caddington Ch. 10	334 0 0	53	23 1 4
180	Caldecote, (Upper) - N. 11	176 0 0	*a*	
180	Clifton, All Saints' - N. 11	- - -	122	61 13 4
			37	8 17 6
181	Clophill - N.	*50 0 0		
179	Colmworth - N. 10	63 10 0	30	9 5 10
	BEDFORD—*cont.*	£ s. d.		£ s. d.
181	Cranfield - N. 4	*88 0 0	143	47 18 2
			39	11 7 6
178	Dean (Upper) B. 7	- - -	40	10 0 11
184	Dunstable, Ashton - 10	*85 0 0	183	72 5 0
184	Dunstable - W. 6	- - -	164	99 4 2
184	Dunstable, Station End Branch - W. *b*			
180	Dunton - P. 11	213 0 0		*a*
183	Eaton Bray - N.	72 0 0		
183	Eaton Bray - W. 7	209 10 0	61	41 4 10
178	Eaton Socon N. 6	561 10 0		*a*
182	Eversholt, N. and Infant - 6	122 2 6	118	61 2 8
			42	14 18 4
180	Everton and Tetworth - N. *c*	*42 0 0		
179	Felmersham N. 9	110 0 0	43	10 12 6
181	Flitwick - N. 9	38 5 0	59	28 14 0
			17	6 15 10
179	Goldington Ch. 11	- - -	98	46 7 10
179	Harrold - N. 9	267 10 0	155	70 12 1
			38	11 8 4
183	Heath and Reach - N. 6	266 0 0	67	28 13 6
180	Henlow - N. *c*			
182	Hockliffe - N. 6	144 0 0	65	29 10 3
184	Houghton Regis - N. 9	419 0 0	87	10 19 10

† Where *two* numbers are given, the *latter* denotes Evening Scholars.

a Due, but not yet paid. *b* School closed. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869).- Average Attendance.	Amount.
	BEDFORD—*cont.*	£ s. d.		£ s. d.
182	Husband Crawley - Ch. 11	- - -	73	38 18 0
184	Hyde, East (The Hyde) 3	- - -	52	13 14 7
179	Kempston, Ch. End - N.	143 10 0		
179	Kempston, Middle, Mixed - 11	- - -	82 52	28 14 8 14 18 4
179	Kempston, Up. End, Infts. N. 11	270 0 0	98	45 15 6
179	Keysoe - N.	42 0 0		
180	Langford, Mixed -	91 13 9		
183	Leighton Buzzard, Infants - 6	75 0 0	126	57 14 10
183	Leighton Buzzard - B. 6	- - -	113	66 14 2
181	Lidlington - N. 10	- - -	93	49 2 6
184	Luton - N. 10	*145 0 0	380	160 5 4
	" - "	1,379 0 0	25	4 14 2
184	Luton, Girls N. 10	- - -	128	52 15 10
			47	16 4 2
184	Luton, Boys B. 6	- - -	140	89 6 8
184	Luton - W. 6	- - -	233	104 10 0
181	Marston Moretaine and Lidlington N. 4	160 0 0	107 17	41 2 9 6 7 6
181	Maulden - N. 4	110 0 0	88	31 4 8
180	Meppershall N. *a*	*40 0 0		
181	Millbrook, Infants - N. 10	- - -	62	32 14 4
180	Northill - N. 11	- - -	*b*	
179	Oakley - Ch. 10	- - -	38	18 10 10
179	Pavenham - Ch. 9	- - -	86 4	60 3 10 1 17 6
171	Poddington N. 6	50 0 0	88 30	49 15 6 10 3 4
181	Pulloxhill - N. 6	149 10 0	76	39 18 2
179	Renhold Ch. 11	187 1 3	74	35 2 8
182	Ridgmont Ch. 6	- - -	55	31 8 6
182	Ridgmont - W. *c*			
179	Riseley - N.	103 0 0		
179	Roxton - N 11	188 0 0	71	32 8 6
180	Sandy - N. 11	373 15 3	152	74 14 10
179	Sharnbrook Ch. 9	- - -	78	39 13 9
181	Shillington - N. 9	302 8 0	94	27 11 1
181	Silsoe - Ch. 6	- - -	78	26 2 8
179	Souldrop - Ch. 9	- - -	55	27 3 8
178	Staughton, Little - N.	50 0 0		
181	Steppingley N. 9	- - -	45	23 10 8
179	Stevington - B. 7	- - -	43 16	22 2 2 5 3 4
184	Stopsley - N.	232 4 0		
180	Stotfold - N.	193 0 0		
182	Tebworth - N. 6	297 0 0		
182	Tebworth - W. 7	- - -	44 25	22 13 0 4 15 10
178	Tilbrook - N.	142 0 0		
182	Toddington - N. 6	439 4 0	99 17	41 4 8 6 2 6
182	Toddington - W. 7	477 0 0	86 16	40 9 10 5 15 0
179	Turvey - N. 10	407 10 0	88 49	42 9 2 16 4 2

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grant (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	BEDFORD—*cont.*	£ s. d.		£ s. d.
181	Westoning - N. 6	85 0 0	59 23	28 7 9 8 0 10
179	Wilden, Endowed - N. 10	101 5 0		
179	Willington - Ch.	- - -	27	15 2 7
179	Wilshampstead - N.	111 0 0		
182	Woburn - B. 6	- - -	183	103 12 2
179	Yelden - N.	81 0 0		
	BERKSHIRE.			
123	Abingdon - N. 12	400 0 0	166	51 0 6
123	Abingdon, Infant - Ch. 7	151 0 0	110	44 0 10
123	Abingdon - B. 6	- - -	265	150 10 4
123	Abingdon - R. 5	- - -	94	46 15 6
126	Aldermaston Ch. 1	- - -	65 12	46 15 4 3 15 0
123	Appleton - N.	*35 0 0		
128	Arborfield - N.	65 0 0		
130	Ascot Heath N. 6	423 10 0	150	76 5 0
122	Ashbury - P. 6	119 0 0	61	32 17 4
125	Aston-Tyrold N.	54 0 0		
116	Beech Hill - N. 12	- - *d*	36 37	13 3 1 18 13 9
126	Beenham - N.	36 0 0		
128	Berkshire Reformatory, at Three Mile Cross.			
130	Binfield - Ch. 6	- - -	158	75 9 10
130	Bracknell - Ch. 6	150 0 0	82	52 10 6
126	Bradfield - Ch. 1	- - -	85 14	27 12 4 4 6 8
129	Bray - N. 6	- - -	95	58 10 8
129	(Bray) Boyne Hill - Ch. 6	- - -	97	67 6 8
129	Bray, Holyport - N. 6	252 0 0	97	59 5 4
125	Brightwell - N. 12	50 18 8*d*	94 31 85 25	53 15 4 7 2 6 38 15 6 5 7 6
120	Brimpton - Ch. 1	- - -	47	15 5 0
130	Broadmoor Asylum (Children of Servants') - - 11	- - -	80	70 10 9
122	Buckland - N. 7	321 0 0	81	30 15 0
126	Burghfield - N. 1	20 10 0	47	20 18 3
124	Challow, East N.	144 0 0		
124	Charlton (Branch of Wantage) - N.			
120	Chieveley, North Heath N.	*75 0 0		
124	Childrey - W.	106 0 0		
125	Cholsey - N. 6	*62 0 0	95 28	47 11 10 6 10 0
131	Clewer - N. 3	- - -	82	*e*
122	Coleshill (Earl of Radnor's).			
129	Cookham - N.	368 0 0		
129	Cookham Dean - N. 6	125 9 0	104 21	62 4 4 6 9 3

a Removed from inspection. *b* Due, but not yet paid. *c* School closed. *d* For two years.
e Grant refused under Art. 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	BERKS—*cont.*	£ s. d.		£ s. d.
123	Cumnor - N. 12	434 0 0	48	25 6 8
124	Denchworth N. 3	170 0 0	25	7 17 6
123	Drayton - N. 12	124 0 0*a*	65	29 19 4
			73	37 5 8
128	Earley - - N. 3	- - -	67	46 2 2
121	Eastbury - N.	218 0 0		
126	Englefield Ch. 1	- - -	63	33 17 0
			12	3 16 8
122	Faringdon, Infant - Ch. 1	- - -	135	61 6 6
122	Faringdon, Girls - - 1	- - -	36	10 6 5
122	Faringdon - B. 2	- - -	81	44 5 4
124	Fawley - Ch. 3	160 16 0	43	12 17 4
			17	5 10 10
128	Finchampstead - Ch. 1	- - ✓	56	6 6 3
123	Fyfield - N. *b*			
120	Greenham - N. 7	16 15 0	55	29 3 6
124	Hampstead Norris - N.	68 0 0		
124	Hanney - N. 3	177 11 0	68	17 0 10
			12	3 13 4
124	Harwell - N. 3	*50 0 0	65	16 1 7
124	Harwell - W. 6	- - -	36	23 10 6
124	Hendred, East - N. 3	173 0 0	93	50 7 2
			23	7 9 2
124	Hendred, East, St. Amand's R. *b*	228 12 0	40	15 0 0
124	Hendred, West - N. 3	153 5 8	51	23 9 10
			8	3 1 8
124	Hermitage Village - 7	106 4 3	49	27 12 6
123	Hinksey, North - Ch.	133 0 0		
122	Hinton Waldrist - - N.	*30 0 0		
121	Hungerford N. 2	- - -	192	94 18 4
121	Hungerford, New Town Branch - N.			
128	Hurst and Ruscombe N. 3	140 0 0	95	26 0 6
129	Knowl Hill N. 6	226 0 0	87	46 5 10
			11	2 19 2
121	Lambourne N. 2	349 0 0	117	52 15 6
			25	7 5 10
121	Lambourne W. 2	- - -	53	21 15 0
121	Lambourne, Woodlands Ch. 11	- - -	49	8 14 0
			18	3 8 4
124	Letcombe Bassett - N. 3	106 0 0	31	7 17 11
124	Letcombe Regis - N. 3	166 4 0	30	11 14 6
129	Maidenhead N. 6	287 1 3	182	84 4 4
129	Maidenhead, Infant and Sunday - -	150 0 0		
129	Maidenhead B. 2	- - -	81	41 12 8
129	Maidenhead W. 2	- - -	164	104 15 0
			19	6 14 2
125	Moreton, North - N. 12	- - -	45	23 2 8
120	Newbury - N. 10	888 0 0	256	112 6 6
120	Newbury - B.	192 17 6		
120	Newbury - U.			
120	Newbury, St. John's, Infants - - 10	- - -	62	33 14 0
120	Newbury - W. 2	400 0 0	130	63 1 8
123	Radley - Ch. 11	- - -		*c*
127	Reading - B. 2	- - -	214	114 5 4
127	Reading, Grey Friars - Ch. 10	- - -	421	196 0 8
127	Reading, St. Giles' - N. 10	*150 0 0	245	121 18 6
127	Reading, St. John's, - N. 10	- - -	325	189 19 2
127	Reading, St. Lawrence's P. 10	392 10 0	132	58 4 0
127	Reading, St. Mary's - N. 10	120 0 0	355	191 14 10
127	Reading, St. Mary's Episcopal Chapel N.			
127	Reading, Trinity Ch. 10	- - -	134	57 8 0
130	Sandhurst - 6	- - -	80	45 6 8
161	Shilton - N.			
122	Shrivenham N. 12	- - -	90	27 19 4
124	Sparsholt - N.	*40 0 0		
120	Speen (Stockcross) - P. 7	329 8 10	126	65 14 8
126	Stanford Dingley - Ch. 1	- - -	23	10 4 2
122	Stanford in the Vale - N. 12	20 0 0		
				e
123	Steventon - N. 6	214 10 0	99	45 8 8
			25	7 7 6
				d 23 15 0
			127	74 7 2
131	Sunningdale N. 6	209 0 0	36	11 13 4
131	Sunninghill N. 6	65 0 0	131	60 11 7
131	Sunninghill W. 5	- - -	62	43 2 10
128	Swallowfield Ch.	350 0 0		
120	Thatcham - N. 7	225 0 0	117	60 6 10
			25	6 19 2
120	Thatcham - B.	125 0 0		
122	Uffington - N.	80 0 0		
126	Ufton Nervet P. 1	- - -	46	11 0 0
125	Wallingford N. 5	328 0 0	244	118 18 4
			9	1 19 2
124	Wantage - N. 7	- - -	274	153 17 4
124	Wantage - W. 2	310 0 0	117	60 12 5
130	Warfield - N.			
128	Wargrave, Crazies Hill N.	150 0 0		
128	Wargrave - N.			
120	Welford and Wickham - N. 7	296 0 0	100	61 4 6
127	Whitley - Ch. 11	289 0 0	31	16 0 1
127	Whitley, Ch. Ch. - - N. 11	490 1 3	180	130 4 7
			16	5 8 4
131	Windsor, New, Royal Free Industrial - - N. 7	1,050 0 0	475	235 8 2
			15	3 10 10
131	Windsor, New - - B. 2	302 6 8	254	142 17 0
131	Windsor, Old - - N. 6	- - -	90	*e*
131	Windsor - U.			

a For two years. *b* Removed from inspection. *c* Due, but not paid. *d* Retiring pension.
e Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	BERKS—*cont.*	£ s. d.		£ s. d.
131	Windsor Park, Royal - N. 8	- - -	78	*a*
131	Windsor, St. Anne's - N. 7	322 10 4	97	43 17 6
131	Windsor, St. Mark's - N. *b*			
131	Windsor, St. Mary's, Bier Lane - N.			
130	Winkfield, Industrial - 6	*70 0 0	81	43 13 8
125	Wittenham, Long - N.	160 10 0		
128	Wokingham - B.	*125 0 0		
128	Wokingham, St. Paul's - Ch. 10	- - -	155	74 12 4
123	Wytham - N. 10	- - -	28	15 13 0
	BUCKINGHAMSHIRE.			
154	Akeley - Ch. 5	36 6 6	43	20 7 8
151	Aston Clinton - N. 4	96 0 0		
151	Aston Clinton B. 6	- - -	96	60 18 8
151	Aylesbury - N. 1	296 10 0	100 23	48 2 8 4 4 2
151	Aylesbury, Infant - N. 1	- - -	68	29 11 4
151	Aylesbury - B. 3	- - -	199	129 6 4
151	Aylesbury, St. John's - N. 1	250 0 0	117	27 3 5
154	Beachampton N.			
148	Beaconsfield B.			
151	Bierton - N.	87 0 0		
150	Bledlow - P. 6	- - -	47 25	25 2 8 9 9 2
153	Bletchley - N.	*50 0 0		
153	Brickhill, Little - N.	54 5 0		
156	Brill - N. 5		63	*c*
153	Broughton - Ch. *b*			
154	Buckingham N. 6	211 6 4	188	97 19 2
154	Buckingham B. 6	- - -	121	71 8 8
151	Buckland, All Saints' - N. 7	146 2 6	42	21 7 0
166	Calverton, Mixed - Ch. 5	- - -	41	13 9 6
148	Chalfont, St. Giles' - N. *b*			
148	Chalfont, St. Peter's - N. 11	122 17 6	80 15	42 4 0 3 15 10
149	Chalvey - Ch.	260 0 0		
135	Cheddington Ch. 1	- - -	108 24	25 16 10 4 13 4
148	Chenies - Ch. 1	- - -	48	21 6 8
148	Chesham, (Boys and Infants) - N. 10	263 9 11	137	64 14 2
48	Chesham, (Girls) - N. 10	- - -	58	19 13 0
48	Chesham, Girls - B. 5	- - -	53	28 4 0
148	Chesham, Waterside Ch. 10	- - -	94	46 15 4
152	Claydon, Botolph - Ch. 5	- - -	31	12 13 8
154	Claydon Park (Middle) - N. 6	- - -	38	14 0 0
154	Claydon, Steeple - N. 6	- - -	82	41 9 6
149	Colnbrook and Horton N. 11	625 0 0	115	54 15 10
153	Crawley, North - N.	50 0 0		
151	Cuddington - N. 1	156 10 0	65	28 14 4
149	Datchet - N. 12	- - *d*	156 147	83 12 8 81 7 0
150	Downley - W. 5	- - -	73	40 15 4
151	Drayton Beauchamp N.	60 0 0		
152	Dunton - N. *e*	25 0 0		
149	Eton, St. John's N. 10	554 0 0	301	37 16 5
149	Eton - U.			
149	Farnham, Royal - N. 11	- - *d*	48 45	23 3 6 19 12 4
153	Fenny Stratford - N. 7	312 0 0	112	44 2 2
153	Fenny Stratford - B. 10	- - -	118	90 1 9
150	Flackwell Heath - W. 10	- - -	64	38 18 2
149	Fulmer - N. 7	100 0 0	36	13 2 10
148	Gerrard's Cross - N. 11	- - -	36	17 0 0
152	Granborough N.	90 0 0		
151	Haddenham N. 1	189 0 0	85	15 0 2
151	Haddenham B.	70 0 0		
155	Hambleden - N. 11	- - -	86 15	36 16 6 4 19 2
153	Hanslope - Ch. 7	- - -	83	36 0 9
150	Hazlemere - 11	- - -	36	11 15 10
154	Hillesden - N. 6	- - -	27	17 19 2
150	Hughenden - N. 10	72 0 0	86	16 18 10
151	Hulcott, All Saints - N. 8	131 0 0	20	11 1 5
149	Iver, (Boys) N. 12	102 0 0	48	*c*
149	Iver, Girls and Infants N. 12	100 0 0 *d*	97 99	43 15 11 46 15 3
150	Kimble, Great - N.			
156	Kingsey - N. 1	- - -	26	11 3 10
150	Lane End - W. 4	- - -	61	35 6 3
149	Langley Marish - N. 10	72 0 0	33	12 17 0
148	Latimer - Ch. 10	- - -	66	34 0 2
153	Lavendon - N.	*49 0 0		
	" - "	78 0 0		
154	Leckhampstead - N.	*60 0 0		
	" - "	18 7 6		
148	Lee Common N.	50 0 0		
151	Leonards, St. N.	229 12 0		
183	Linslade - N. 1	313 1 2	156	67 15 4
153	Loughton - N. 5	- - -	59	25 14 2
151	Ludgershall - N. 5	93 0 0	87	30 2 2
150	‡Marlow - B. *e*			
150	Marlow, Great - N. 11	294 2 9	256 24	117 15 4 7 8 4
150	Marlow, Little - N. 11	- - -	61	31 1 3

a No grant claimed. *b* Removed from inspection. *c* Refused under Article 52*d*.
d For two years. *e* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	BUCKINGHAM—*cont.*	£ s. d.		£ s. d.
150	Marlow, Quoiting Place, Infants - 10	- - -	56	22 3 1
154	Marsh Gibbon - - N. 5	160 0 0	89	36 1 8
			15	3 7 5
152	Marston, North - N.	*60 0 0		
147	Marsworth - N.	45 0 0		
183	Mentmore, (Baron Rothschild's) - 6	- - -	77	37 16 2
			13	4 10 10
153	Milton Keynes - Ch.	216 0 0		
150	Monk's Risborough - N. 7	109 0 0	95	49 6 8
152	Mursley - N.	*25 0 0		
152	Nash - N. 5	276 0 0	58	27 9 2
153	Newport Pagnell - - B. 10	*90 0 0	82	51 19 7
153	Newport Pagnell (central) N. 5	147 0 0	188	71 9 0
			31	7 4 2
153	Olney - - N. 5	176 0 0	121	71 10 2
151	Oving - - N. 5	85 5 0	40	16 12 8
148	Penn Street N. *a*			
154	Preston Bissett - - N. 5	243 0 0	51	23 7 4
150	Princes Risborough - N. 7	140 0 0	59	27 12 6
			17	4 10 10
150	Princes Risborough - B. 2	153 0 0	92	72 10 8
151	Quainton (Endowed) - N.			
153	Ravenstone (Endowed) - Ch.	75 7 6		
148	Seer Green - N. 11	144 0 0	33	17 9 8
155	Skirmett, Infants - - N.			
183	Slapton - P. *a*			
149	Slough, (Boys) N. 12	74 18 9		*b*
149	Slough, (Girls and Infants) N. 10	37 10 8	115	20 5 1
153	Stantonbury-cum-Bradwell - - N. 5	965 0 0	214	114 0 0
152	Stewkley - N. 5	374 18 0	130	61 5 6
			31	10 2 6
153	Stoke Goldington - N.	*72 0 0		
183	Stoke Hamond N.	38 0 0		
150	Stoke Mandeville - - N.	60 0 0		
149	Stoke Pogis - N. 11	95 0 0	111	59 19 8
166	Stony Stratford - - N. 11	- - -		*b*
166	Stony Stratford, Infants - - N. 11	- - -	103	48 8 0
166	Stony Stratford - - B. 5	22 13 6	95	46 1 4
152	Swanbourne N.			
149	Taplow - N.	166 12 0	68	26 15 0
154	Thornborough N.	42 0 0		
156	Towersey - N.	60 0 0		
164	Turweston - N. 6	165 6 4	53	21 15 0
150	Tyler's Green N. 10	51 0 0		*b*
149	Upton-cum-Chalvey - N. *c*	359 19 0	126	49 18 2
151	Waddesdon - N. 1	275 2 0	68	32 14 4
151	Waddesdon - B. 5	121 0 0	105	33 9 2
153	Walton - N. *a*			
153	Walton and Woughton - N. *a*			
154	Water Stratford - - Ch. 6	- - -	28	6 6 6
150	Wendover - N. 1	- - -	98	48 9 4
164	Westbury - N. 6	148 17 6	37	14 17 8
152	Whaddon - N.	28 0 0		
152	Whaddon, (Mr. S. Lowndes') - *d*			
151	Whitchurch N.	129 7 6		
151	Whitchurch W. 4	170 0 0	50	23 15 8
183	Wing - N. 1	- - -	116	40 17 1
151	Wingrave and Rowsham - Ch. 4	100 0 0		
150	Winslow - N.	*80 0 0		
	" - "	26 17 8		
152	Winslow - P. 4	- - -	35	11 0 6
153	Woburn Sands - N. 7	- - -	126	52 3 0
166	Wolverton - N. 5	- - -	55	44 11 9
166	Wolverton End, St. Mary's - Ch. 11	- - -	63	41 2 2
166	Wolverton New Station B. 5	- - -	238	134 0 6
			39	10 19 2
150	Wooburn - N. 11	283 2 6	89	42 8 10
150	Wycombe, High - - N. 11	1,176 0 0		*b*
150	Wycombe, High - - B. 4	*400 0 0		
		54 0 0	184	105 18 8
150	Wycombe " - U.			
	CAMBRIDGESHIRE.			
190	Aldreth - in-Haddenham, Daily and Sunday - N. *e*	*20 0 0		
188	Balsham - Ch. 11	- - -	108	42 14 2
140	Barrington - N.	161 0 0		
186	Barton - N.	27 15 0		
140	Bassingbourne N.	*60 0 0		
140	Bassingbourne B.	*60 0 0		
189	Bottisham - N. 2	150 0 0	75	36 13 2
189	Bottisham Lode - - N. 2	118 2 6	86	43 1 6
			10	3 16 3
185	Bourn - - P.	143 10 0		
189	Brinckley - N.	65 0 0		
189	Burwell, Boys			
189	Burwell, Girls P. 3	233 11 0	84	46 1 2
189	Burwell - B. 7	140 15 0	102	40 18 4
189	Burwell, St. Andrew's - N. 3	76 10 0	43	22 2 6
187	Cambridge, Barnwell - N. 5	*210 0 0	308	145 7 2
	" "	180 2 8		

a Removed from inspection. *b* Due, but not paid. *c* School now closed and sold.
d School extinct. *e* School pulled down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	CAMBRIDGE—*cont.*	£ s. d.		£ s. d.
187	Cambridge, Barnwell Abbey - N.	605 0 0		
187	Cambridge - B. 7	464 0 0	438	230 16 1
186	Cambridge, Industrial - N.	201 10 0		
187	Cambridge, King Street N. 5	178 0 0	191	94 13 4 *a*20 0 0
187	Cambridge, Pound Hill, Infants - Ch.	33 0 0		
187	Cambridge, St. Giles' - N. 5	200 0 0	237	110 19 2
187	Cambridge, St. Paul's (Russell St.) N. 5	533 1 2	393	151 19 0
187	Cambridge, St. Paul's, Infants (Union Rd.) N.	100 0 0		
187	Cambridge, St. Peter's (Castle End) N. 5	21 0 6	163	78 4 0
187	Cambridge, Union Road R. 11	- - -		*b*
188	Castle Camps Ch.	89 17 4		
185	Caxton - N.	201 12 0		
191	Chatteris, Boys - - B.			
191	Chatteris, Girls - B. 7	- - -	74	30 12 4
191	Chatteris, Infants - B. 7	- - -	78	34 11 0
191	Chatteris, Infants - Ch. *c*	70 0 0		
191	Chatteris, Slade Lode, Infants, Ragged - 7	157 0 0	56	29 5 10
186	Chesterton - N.	144 0 0		
189	Cheveley - N.	140 7 6		
186	Comberton - N.	110 16 0		
177	Conington - N.	53 0 0		
186	Coton - - N.	49 0 0		
186	Cottenham - B. 7	- - -	206	96 5 4
185	Croydon (near Royston) - N. 1	254 0 0	60	23 6 2
186	Ditton, Fen - N.	97 0 0		
189	Ditton, Wood N.	133 0 0		
188	Duxford - N. 2	188 14 9	53	*d*
193	Elm - - N. 3	259 0 0	44	17 0 0
185	Elsworth - N. 2	187 0 0	83	35 11 6
190	Ely, Boys - N. 5	1,206 15 4	191	79 4 0
			36	4 4 2
190	Ely, Girls - N. 5		175	92 18 8
			7	2 19 2
190	Ely, (Infant and Adult) (Broad St.) N. 5	480 0 0	120	54 12 10
190	Ely, Market St. - - Ch. 5	135 0 0	137	61 6 8
190	Ely, Stuntney N.	63 0 0		
189	Fordham - N. 3	168 0 0	99	45 11 0
			33	9 0 0
186	Fulbourn - N. 2	189 5 6	119	52 0 4
185	Gamlingay - N.	160 0 0		

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	CAMBRIDGE—*cont.*	£ s. d.		£ s. d.
185	Gransden, Little - N.	132 0 0		
140	Guilden, Morden - N. 4	150 0 0	83	33 14 10
190	Haddenham, Arkenstall's Endowed - Ch.	127 18 0		
190	Haddenham, Girls Industrial - N. 3	188 15 4	123	52 16 4
			23	7 2 6
190	Haddenham B.			
186	Horningsey N. 2	60 15 0	41	19 16 2
186	Impington - N.	55 0 0		
189	Isleham - N.	230 0 0		
188	Linton - - N. 4	- - -	193	101 7 10
			44	11 18 4
140	Litlington - N. 4	245 0 0	58	29 14 6
190	Littleport - N. 3	404 13 4	182	92 2 10
186	Madingley - N.	50 0 0		
191	March - N.			
191	March, Infants - N.			
140	Melbourne, Ayloffe's - Ch.	90 0 0		
193	Murrow - Ch. 10	95 3 9	27	12 2 4
189	Newmarket B. 7	- - -	48	7 10 4
186	Oakington - N.	*50 0 0		
	" "	10 0 0		
193	Outwell, Infant - N.	50 0 0		
177	Over - - N. 5	176 5 0	64	39 15 10
177	Over - - B. 3	- - -	86	42 17 10
185	Papworth, St. Agnes, - Ch. 1	- - -	24	13 5 10
190	Prickwillow N. 3	226 10 0	137	75 3
			30	10 10
186	Rampton - N.	35 0 0		
189	Reach - Ch. 2	- - -	56	26 15 10
188	Sawston - N.	48 0 0		
186	Shelford, Great and Little - N. 2	154 0 0	105	51 6 10
189	Soham - - N. 4	473 0 0	104	46 6 6
186	Stapleford - N. 2	115 1 0	58	27 2 0
140	Steeple-Morden - N. 3	194 16 3	103	61 2 8
190	Sutton - - N. 4	528 10 0	55	22 16 6
			10	3 18 4
189	Swaffham, Bulbeck - N.	54 0 0		
189	Swaffham Prior - - N. 1	- - -	70	16 17 6
177	Swavesey - N. 5	316 0 0	98	57 16 8
			18	5 3 4
186	Teversham - N. 2	199 0 0	41	12 15 0
175	Thorney Abbey - - N. 7	- - -	188	118 11 5
185	Toft and Caldecote - N. 1	*25 0 0	56	20 0 8
186	Trumpington N. 4	362 10 0	107	43 8 1
			12	0 16 11
193	Tyd, St. Giles' - N. 9	- - -	60	28 14 0
186	‡Waterbeach P.			

a Retiring pension. *b* Due, but not paid. *c* School closed. *d* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	CAMBRIDGE—*cont.*	£ s. d.		£ s. d.
192	Whittlesea, St. Mary's and St. Andrew's - N. 2	410 7 6	159	49 0 11
188	Whittlesford N. 2	377 0 0	61	*a*
189	Wicken - Ch. 1	- - -	104	49 10 0
			41	15 10 10
186	Wilbraham, Little - N.	82 10 0		
190	Wilburton - N. 2	*29 0 0	57	23 9 8
	" - "	216 0 0	17	5 19 2
186	Willingham B. 3	- - -	130	74 14 0
193	Wisbeach, Boys - B. 4	218 13 4	208	109 7 0
193	Wisbeach, Girls - B. 4	150 0 0	72	39 1 0
193	Wisbeach, Infants - B. 4	- - -	106	56 15 0
193	Wisbeach, St. Mary's - N. 10	- - -	52	21 13 4
193	Wisbeach, St. Peter's N. 4	256 4 10	306	57 1 4
193	Wisbeach, Thorney Toll District - N. 10	- - -	28	9 8 8
190	Witchford - N. 2	60 0 0	87	26 13 5
188	Wratting, West - N. 2	287 0 0	79	38 12 6
175	Wryde, Croft N. 7	- - -	35	21 7 6
	CHESHIRE.			
458	Acton - N. 6	582 13 4	158	107 15 6
453	Adlington - N. 10	158 0 0	51	22 12 8
458	Alderley, Endowed, Boys - 11	- - -	29	15 19 7
453	Alderley, Girls - Ch. 11			*b*
453	Alderley Edge - 2	- - -	131	73 7 6
453	Alderley, Over - N. 11	25 0 0	53	30 14 2
457	Alsager - N. 3	- - -	75	32 5 8
454	Altrincham - R. 6	- - -	87	30 2 2
454	Altrincham, St. George's Jubilee - N. 2	648 13 9	257	114 10 9
454	Altrincham - W. *c*			
454	Altrincham and Bowdon Downs B. 1	- - -	155	90 6 0
455	Alvanley - Ch. 4	- - -	66	34 8 2
			19	7 9 2
455	Antrobus - N.	147 3 6		
455	Appleton, Mixed - N. 5	- - -	45	27 19 3
454	Arley, Middle N. 5	- - -	32	12 4 0
454	Ashley - Ch. 11	- - *d*	46	17 12 9
			45	25 19 8
457	Astbury - N. 3	266 0 0	121	77 12 4
458	‡Audlem, Boys P.			
458	Audlem - N. 6	68 18 0	129	79 13 5
459	Backford - N.	100 0 0		
456	Barnton - N. 5	265 0 0	153	70 1 6
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
459	Barrow - N. 3	170 13 9	76	36 10 8
458	Barthomley N. 10	152 0 0	58	28 0 6
460A	Bebington - N. 11	*75 0 0	142	64 10 0
460A	Bebington (Higher), - N. 11	- - -	75	43 12 10
			53	26 15 8
458	Bickerton - N. 11	75 0 0*d*	50	25 6 0
460B	Bidstone - N. 11	*53 0 0*d*	63	17 17 11
	" - "	55 0 0*d*	45	14 5 2
460A	Bidston, Moreton - Ch.	226 0 0		
460B	‡Birkenhead, Argyle St., Infants - N.			
460B	‡Birkenhead, Back Chester Street - N.			
460B	‡Birkenhead, Market St. N.			
460B	Birkenhead, Our Lady & St. Edward's R. 6	1,101 0 0	142	49 7 8
460B	‡Birkenhead, Priory St., N.			
460B	Birkenhead, St. Andrew's Pres. 9	- - -	321	150 4 6
460B	Birkenhead, St. Anne's - N. 1	550 2 6	386	199 18 8
460B	Birkenhead, St. Anne's Branch, Infants - *c*			
460B	Birkenhead, St. James' Ch. 1	499 10 0	199	95 4 4
460B	Birkenhead, St. John's - N. 1	430 0 0	323	170 13 2
			12	3 0 0
460B	Birkenhead, St. Lawrence's - R. 6	- - -	513	295 17 6
			38	12 13 4
460B	Birkenhead, St. Mary's Ch. 1	150 0 0	338	169 13 8
460B	Birkenhead, St. Mary's, Old Chester Road - - Ch. 1	- - -	90	38 10 10
460B	Birkenhead, St. Patrick's R. *e*			
460B	Birkenhead, St. Peter's Church - N. 1	496 0 0	333	180 0 0
460B	Birkenhead, St. Werburgh's - R. 6	- - -	309	171 12 2
460B	Birkenhead - W. 9	954 0 0	279	124 16 4
460B	Birkenhead, Holy Trinity, (Ragged) - Ch. 1	500 0 0	245	117 19 0
453	Bollington - N. 10	*250 0 0	263	172 4 10
	" - "	374 0 0	14	6 0 0
453	Bollington - W. 2	256 0 0	173	87 4 3
			12	4 6 8
453	Bollington Cross - - N. 10	241 0 0	50	30 17 6
454	Bollington, near Rostherne Ch. 11	197 0 0	46	22 3 4

a Refused under Article 52 *d*. *b* Due, but not paid. *c* School closed. *d* For two years.
e Transferred to Birkenhead, St. Werburgh's, R.C.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
453	Bosley - N. 10	216 0 0	49	22 13 0
459	Boughton, St. Paul's - N. 4	331 14 0	270 13	157 18 4 3 12 6
454	Bowdon - N. 2	162 0 0		*a*
454	Bowdon, Hale Barns N.	228 10 0		
457	Bradwell Reformatory.			
452	Bredbury, St. Marks - N. 7	322 10 0	158 70	72 16 6 28 1 8
460B	Brighton, New - - N. 10	- - -	189	109 11 10
453	Broken Cross, St. Thomas' N. 10	100 0 0	68	37 6 6
460A	Bromborough N. 11	- - -	101	50 0 2
454	Broom Edge Ch. 6	- - -	57	28 6 0
455	Budworth, Great - Ch. 6	540 0 0	97	54 9 10
457	Buglawton - N. 3	258 0 0	101	46 19 10
458	Bunbury, Aldersey, Endowed - N. 11	50 0 0	101	26 16 0
458	Bunbury, Girls - - N. 11	47 17 6	110	61 1 8
460A	Burton, Bishop Wilson's - N. 11	93 0 0		
454	Carrington, Earl Stamford's - N. 12	- - -	59	19 12 11
474	Castle Hall (Staleybridge) - N. 9	- - -	170	97 0 2
456	Castle Northwich, Mixed, Girls - - Ch. 6	225 0 0	103	57 10 6
452	Cheadle - N. 10 " - " Cheadle Hulme - Ch. 7	*90 0 0 63 12 6	139	74 18 4
452		- - -	61	34 16 11
453	Chelford - Ch. 4	- - -	55	20 5 2
459	Chester - B. 9	- - -	186	71 15 3
459	Chester, Ch. Ch. N. 4	195 12 0	161	76 4 8
459	Chester, Consolidated, Girls' - - 4	- - -	99	50 14 10
459	Chester, Kale Yard, Infants 4	- - -	153	78 13 8
459	Chester, Model 3	316 0 0	120	70 9 4
459	Chester, Ragged and Indust.			
459	Chester, St. John's - N. 4	- - -	83	53 17 8
459	Chester, St. John's St. - W. 10	500 0 0	208	106 12 7
459	Chester, St. Mary's - N. 4.	692 13 0	333	195 10 10
459	Chester, (Handbridge), Infts. - Ch. 4	- - -	127	64 16 0
459	Chester, St. Olave St., Ragged.			
459	Chester, Diocesan N. 4	170 0 0	197	118 6 0
459	Chester, St. Werburgh's, Boys - R. 4	- - -	132 25	61 5 8 6 7 2
459	Christleton - P. 4	208 16 0	138	82 17 6
457	Church Lawton - N. 3	117 13 4	60	29 10 0
457	Church Lawton, Girls' Industrial. *b*			
458	†Church Minshull - N.			
459	Clutton - N.	*50 0 0		
452	Compstall, St. Paul's - N. 9	- - -	154	84 7 4
457	Congleton, St. James' - N. 3	366 15 5	290 59	166 17 2 21 14 2
457	Congleton, St. Peter's - N. 3	- - -	97	45 15 10
457	Congleton, St. Stephen's - N. 3	367 0 0	125 31	60 2 6 12 19 2
457	Congleton (Wagg St.) W. 2	- - -	162 28	60 1 0 9 1 8
457	Congleton, Infants - W. *c*			
458	Coppenhall - N. 10	464 0 0	236	130 1 5
458	Coppenhall, Infants - N. *d*	53 6 8		
458	Coppenhall, Monks, New Street - Ch. 10	- - -	56	20 1 3
458	Cotebrook - N.	83 11 3		
457	Cranage - N. 6	- - -	104	52 9 0
458	Crewe - - N. 10	- - -	711 37	358 2 4 12 19 2
458	Crewe Green Ch. 10	- - -	107	59 5 10
458	Crewe - Pres. 10	- - -	177	77 19 10
458	Crewe, St. Mary's - R. 6	- - -	75	38 10 0
458	Crewe - - W. 10	359 10 0	299	150 16 6
456	Dane Bridge N. 5	529 4 0	88	42 4 4
456	Davenham - N. 5	864 0 0	126	75 3 10
454	Dean Row - B. *See* Wilmslow, Dean Row.			
456	Delamere Forest - N. 4	176 0 0	80	44 11 0
451	Disley - - N. 4	- - -	117	57 13 0
474	Dukinfield, Factory - B. 12	- - -	81	21 11 9
474	Dukinfield, Moravian - 12	352 2 6	243	143 18 0
474	Dukinfield, St. John's - N. 9	665 15 0	241 14	117 0 0 4 3 4
474	Dukinfield, St. Mark's - N. 9	702 3 4	280 64	166 5 8 22 18 0
474	Dukinfield, St. Mark's, Wharf St., Lower, Infants - N. 9	113 0 0	89	49 5 8
454	Dunham Massey, St. John the Evangelist - N. 2	756 0 0		*a*

a Due, but not paid. *b* Removed from inspection. *c* Incorporated with Congleton, Wagg St., W. 8.
d School extinct.

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
454	Dunham Massey, St. Margaret's, Infants - N. 11	- - -	140	56 8 10
460A	Eastham - N. 11	316 1 1	112	66 16 6
453	Eaton, Ch. Ch. - - N. 10	- - -	57	36 5 6
452	Edgeley (Stockport) R. 11	473 2 6	218	112 1 0
			208	69 10 0
452	Edgeley - W. 10	- - -	199	108 8 6
			9	3 9 2
460A	Ellesmere Port - - N. 11	45 0 0	63	32 3 2
457	Elworth, St. Peter's - N. 6	80 0 0	65	31 7 8
458	Faddiley - N.	124 0 0		
459	Farndon - P.			
459	Flookersbrook, Ch. Ch. - N. 4	- - -	72	37 7 0
460A	Frankby - Ch. 10	- - -	57	28 10 0
455	Frodsham, Girls and Infants - N. 4	*100 0 0	125	65 10 10
	„ - - „	99 10 0		
455	Frodsham, Endowed - N.	- - -	122	53 5 0
452	Gee Cross, Undl. 6	- - -	86	17 5 8
452	Gee Cross, St. Paul's - N. 7	- - -	82	36 10 10
			14	4 18 4
474	Godley-cum-Newton Green - N. 10	473 0 0	198	108 9 2
			38	13 13 4
456	Goostrey - N. 6	300 0 0	63	32 1 0
466	Grappenhall N. 5	236 0 0	130	65 15 6
455	Halton - P. 7	- - -	76	57 15 1
455	Halton, Grammar - - 7	- - -	53	6 16 4
459	Handbridge, Infant - Ch. 4 *See* Chester, Handbridge.			
452	Handforth - N.	175 0 0		
459	Handley - Ch. 11	- - *a*	30	16 6 2
			32	17 4 6
456	Hartford - N. 5	*78 0 0	116	61 6 4
	„ - - „	109 7 0		
458	Haslington - N. 10	648 0 0	171	107 14 0
457	Hassell Green W. 2	- - -	52	20 18 2
452	Hatherlow - B. 11	- - *a*	66	33 0 8
			23	8 10 10
			71	37 12 6
			16	8 3 4
			190	103 1 0
452	Hazel Grove W. 10	- - -	59	25 4 2
455	Helsby - N.	100 0 0		
453	Henbury - Ch. 10	- - -	45	13 15 0
460A	Heswall - W. 12	- - -	41	17 10 8
474	Hollingworth N. 10	245 15 0	89	63 12 0
460A	Hoyle Lake N. 10	256 19 2	148	78 13 4
457	Hulme Walfield - - N.			
453	Hurdsfield, Lower, Boys and Infants N. 10	375 14 0	224	116 7 0
			23	8 7 6

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
453	Hurdsfield, Upper, Girls N. 10	470 0 0	72	28 19 7
459	Huxley - N. 11	54 0 0		
474	Hyde, Flowery Field - B. 1	- - -	337	164 18 11
452	Hyde, St. George's - N. 7	*300 0 0	254	147 3 10
			31	12 4 2
452	Hyde, St. Paul's - R. 6	- - -	137	66 6 2
			57	27 18 0
452	Hyde, St. Thomas' - Ch. 7	- - -	73	30 11 0
			12	2 15 4
459	Ince - - N. 7	- - -	66	9 1 1
459	Kelsall, St. Philip's - N.	60 0 0		
459	Kettleshulme N.	207 0 0		
457	Key Green - Ch. 3	- - -	25	6 15 2
455	Kingsley - N.	179 5 0		
460A	Kirby, West N. 10	- - -	56	26 14 2
454	Knutsford, Boys - - N. 11	- - -	91	55 13 0
			34	9 11 8
454	Knutsford, Girls - Ch. 11	- - -	55	24 6 2
454	Knutsford (Lady Egerton's) Ch.			
466	Latchford - N. 5	115 16 0	56	23 1 8
466	Latchford, St. James - Ch. 5	- - -	191	92 9 10
			33	12 15 10
458	Lees - - N.	*35 0 0		
456	Leftwich, Infants - - N. 5	45 0 0	35	17 6 4
454	Legh, High Ch. 11	18 1 6	64	39 19 0
458	Leighton and Minshull-Vernon - N. 10	360 17 10	52	33 18 0
453	Lindow Common - 2	- - -	70	41 16 6
460B	Liscard - N. 10	150 0 0	175	95 8 8
			22	6 0 0
460B	Liscard, St. Alban's - R. *b*			
456	Lostock Gralam - - N. 6	140 16 0	81	40 9 8
454	Lymm - N. 5	110 0 0	229	127 2 10
			11	2 11 5
453	Macclesfield, Ch. Ch., Boys N. 10	- - -		
453	Macclesfield, Ch. Ch., Girls and Infants - N. 10	650 16 10	362	187 0 6
			74	26 15 0
453	Macclesfield, Ch. Ch. (Crompton Road) - N. 10	253 6 8*a*	73	21 9 11
			57	19 5 10
			129	50 5 11
			55	17 9 2
453	Macclesfield, Mill Street W. *c*			
453	Macclesfield, Old Ch. - N. 10	153 15 0	243	130 6 2
453	Macclesfield, St. Alban's R. 6	- - -	118	59 6 4
			28	10 0 0
453	Macclesfield, St. Paul's - N. 10	439 8 8	166	83 13 6
			88	23 13 4
453	Macclesfield, St. Peter's - N. *c*	436 3 4		
363B	Macsfen - Ch. 11	- - -	74	40 15 9

a For two years. *b* Removed from inspection. *c* School closed.

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
363B	Malpas (Allport's Endowed) - N. 11	- - -	119	61 0 0
459	Marlston-cum-Lache - N. *a*	*20 0 0		
452	Marple - N. 9	*160 0 0	104	50 1 6
452	Marple (High Lane) - N. 10	221 2 6	155	68 6 7
452	Marple, The Albert - B. 11	- - -	182	104 5 0
456	Marston - N. 5	- - -	55	8 17 3
456	Marton - N. 10	46 0 0*b*	38	14 12 1
			36	12 1 6
454	Mere (Mrs. L. Brooke's) - N. 11	- - -	115	56 8 0
456	Middlewich N. 6	*70 0 0	281	152 0 0
	"	1,111 10 0		
456	Middlewich - W. *c*			
474	Millbrook, St. James (Staley) - - N. 6	256 0 0	48	30 16 6
474	Millbrook, St. James, Branch Ch. 6	- - -	28	10 18 6
457	Mossley - N.	250 0 0		
474	Mottram-in-Longdendale N. 10	85 13 0	62	30 7 4
456	Moulton - N. 5	38 0 0	49	21 14 7
458	Nantwich - N. 6	*240 0 0	254	126 9 10
	"	174 15 6		
458	Nantwich - W. 10	551 5 0	169	98 5 2
460A	Neston - N. 11	837 0 0	124	69 15 7
			13	3 4 10
460A	Neston, Little, General - 1	- - -	160	80 8 6
460A	New Ferry - N. 11	556 0 0	206	112 18 4
474	Newton-in-Mottram - N. 10	336 0 0	76	53 2 6
452	Norbury - N. 4	213 0 0	125	61 19 2
			48	13 5 0
454	Northenden N.	40 0 0		
456	Northwich - R. 5	- - -	96	50 12 4
			42	5 5 0
456	Northwich, Weaver Navigation - Ch. 6	- - -	200	113 4 8
			22	9 10 0
456	Northwich - W. 10	- - -	149	67 19 2
455	Norton, Bridgwater Canal Ch. 3	- - -	71	51 11 9
437	Odd Rode Boys and Girls 3	- - -	101	46 15 0
456	Oulton Park N. 12	- - -	93	43 16 4
456	Over - - N. 5	623 0 0	122	65 11 10
			27	8 17 6
456	Over Lane - W. *c*			
454	Over Peover Ch.		215	78 17 11
460B	Oxton - - N. 11	542 6 8*b*	201	91 9 6
460A	Parkgate, Infant - - Ch. 11	144 0 0	31	14 5 2
452	Portwood, St. Paul's - N. 4	512 16 3	97	13 4 4
452	Portwood - W. 10	1,284 0 0	455	230 3 2

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
460B	Poulton-cum-Seacombe, Infant - 10	- - -	20	10 16 8
453	Poynton, Lord Vernon's - 9	- - -	278	128 10 4
			38	13 16 8
453	Rainow - N.	170 0 0		
460B	Rock Ferry, St. Ann's - R. 6	- - -	54	26 2 4
453	Rockwood - Ch. 10	- - -	89	43 17 9
457	Rode Heath N. 3	- - -	59	25 15 2
452	Romiley - N. 9	588 0 0	108	58 10 11
454	Rostherne - N. 11	- - -	1	*d*
456	Rudheath - N. 5	- - -	83	42 12 6
455	Runcorn - N. 7	- - -	349	239 18 0
			25	8 17 6
455	Runcorn, Floating Church, Mixed - 7	- - -	22	17 15 4
455	Runcorn, New Town Mission 7	- - -	56	44 9 3
455	Runcorn, Holy Trinity - N. 3	367 0 0	362	274 12 3
455	Runcorn - R. 5	- - -	72	37 10 4
455	Runcorn - W. 10	509 10 0	332	152 6 4
454	Sale, St. Anne's Ch. 11	239 3 9	116	72 7 8
454	Sale, Township - - B. 1	- - -	117	*e*
	"	- - -		*f* 5 0 0
459	Saltney-cum-Lache - N. 4	191 0 0	99	51 11 0
457	Sandbach - N. 6	596 3 4	316	164 0 4
457	Sandbach Heath N. 6	- - -	54	26 2 7
459	Sanghall, Gt. N. 4	- - -	70	38 12 6
460B	Seacombe - N. 10	733 5 0	206	119 6 2
460B	Seacombe (Wallasey) Mission 9	- - -	89	40 3 10
460B	Seacombe - W. 9	735 0 0	202	108 11 10
454	Shadow Moss N.	*30 0 0		
454	Sharstone - N. 11	28 15 0*b*	91	48 4 10
			103	51 5 0
453	Siddington and Capesthorne N. 10	321 10 0	73	32 2 6
457	Smallwood - N. 3	160 10 0	81	40 11 8
474	Staleybridge Factory - B. 3	- - -	187	136 4 0
474	Staleybridge, St. Paul's - N. 9	600 0 0	145	85 3 10
474	Staleybridge, St. Peter's - R. 6	- - -	320	155 15 2
474	Staley Millbrook, St. James' - N. *See* Millbrook.			
452	Stockport - N. 7	49 0 0	419	188 11 6
			27	7 13 4
452	Stockport - B. 10	250 0 0	149	91 9 8
452	Stockport, Gt. Moor - Ch. 9	- - -	76	36 15 10
452	Stockport, Ragged and Industrial.			
452	Stockport - R. 6	1,689 0 0	403	212 8 8
			346	138 13 4

a School extinct. *b* For two years.
c Refused under Article 52 *d*. *c* School closed. *d* Due, but not paid.
f Paid under Article 90[1] (1).

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
452	Stockport, St. Peter's - N. 7	247 0 0	68	31 14 6
452	Stockport, St. Thomas' - N. 7	*750 0 0	302	150 8 6
	" - "	11 10 0	93	38 4 2
455	Stockton Heath Ch. 5	- - -	169	83 1 6
			13	4 14 2
453	Stretton - N. 5	- - -	103	71 14 2
454	Styal, The Oak - - B. 2	- - -	126	64 17 10
460A	Sutton-in-Hooton - N. 11	218 0 0	115	52 5 4
460A	Sutton - Pres. 10	- - -	54	21 10 6
453	Sutton, St. George's - N. 10	263 6 8	345	118 0 8
			37	10 17 6
453	Sutton, St. George's, Infant and Sunday -	*400 0 0		
453	Sutton (Higher) St. James' - N.	*150 0 0		
454	Tabley, Nether Ch. 11	- - *a*	62	38 13 0
			55	32 6 6
458	Tarporley - N. 5	324 0 0	125	78 11 10
459	Tarvin - N. 3	*77 0 0	76	35 14 8
	" - "	323 2 0		
459	Tattenhall - N. 12	560 0 0	*b*	*c*19 4 0
459	Tattenhall - B. 6	- - -	111	27 4 0
453	Taxall and Fernilee - N. 9	214 0 0	101	49 19 0
460A	Thornton Hough, All Saints Ch. 11	- - -	86	43 12 2
458	Tilston - Ch. 12	- - -	149	89 6 0
454	Timperley - N. 11	471 0 0	148	71 16 10
474	Tintwistle - N. 10	*195 0 0	81	52 19 0
	" - "	118 17 4		
474	Tintwistle - B. 10	200 0 0	88	41 18 10
460B	Tranmere - Ch. 11	295 10 10	256	125 7 0
			105	27 6 1
460B	Tranmere Pres. 9	- - -	10	1 5 0
460B	Tranmere, St. Catherine's N. 11	839 12 0	369	185 2 8
460A	Upton - Ch. 10	- - -	62	39 4 0
459	Upton, St. Mary's - N. 4	70 0 0	58	25 8 4
458	Utkinton - N. 5	45 0 0	36	15 7 0
474	Vale House - Ch. *d*			
460B	Wallasey Ch. 10	- - -	102	49 19 10
458	Warmingham - Ch. 10	- - -	82	47 1 4
456	Weaverham N. 5	400 0 0	188	110 2 10
474	Wednesbough Green - Ch. 11	- - -	65	34 15 0
454	Weston Point Ch. 3	- - -	53	39 15 1
			12	3 18 4
455	Weston (Runcorn) - Ch. 7	167 13 0	104	76 6 11
455	Weston - W. 10	- - -	40	19 3 2
456	Wharton - N. 5	426 10 0	199	102 19 6
457	Wheelock, Infant - - Ch. 6	- - -	45	7 12 1
456	Whitegate, Girls - 6	- - -	29	15 1 7
453	Whiteley Green N. 10	- - -	34	13 17 2
454	Wimslow - N.	462 10 0		
454	Wilmslow, Dean Row - B. 2	281 15 10	74	46 14 10
454	Wilmslow, Independent and Infant B. 2	- - -	142	67 4 10
			26	7 0 0
456	Winsford (Weaver Navigation) - N. 5	153 0 0	145	67 5 8
456	‡Winsford - W. *e*			
456	Witton - N. 6	193 10 0	282	161 18 0
459	Woodbank - N.	*30 0 0		
457	Woodcock's Well (Mow Cop) - N. 3	345 18 0	117	69 6 10
453	Woodford - N. 10	123 0 0		
452	Woodley, Public - 10	- - -	95	50 18 0
			15	10 16 8
458	Worleston - N. 6	40 0 0	60	38 10 6
458	Wybunbury (Broad Lane) N. 6	- - -	72	46 14 6
458	Wybunbury, Delve's Charity - - 6			
458	Wybunbury, Girls - Ch. 6	- - -	58	10 3 0
	CORNWALL.			
307	Agnes, St. - P. 10	- - -	66	17 8 10
307	Agnes, St. - B. *f*	*250 0 0		
	" - "	126 10 0		
301	Altarnun - N. 5	*32 0 0	41	13 1 2
309	Ashton, Infant.			
306	Austell, St. - N. 10	*150 0 0	257	117 13 0
	" - "	25 0 0		
306	Austell, St. - B. *g*	*100 0 0		
307	Baldhu - N. 10	120 0 0	93	34 17 0
306	Biscovey (Par.) N.	87 15 0		
306	Blazey, St. - N. 10	347 19 3	77	30 8 5
304	Bodmin - N. 7	377 2 6	203	92 5 8
			29	6 5 0
304	Bodmin - W. 7	- - -	71	32 2 4
300	Boscastle - N. 5	50 0 0	60	22 12 8
311	Bottoms, St. Levan - W. 6	228 0 0	49	34 9 0
309	Breage, St. - N. 7	*125 0 0	58	34 9 0
	" - "	50 0 0		
300	Breward, St. N. 5	- - -	39	22 2 0
299	Budehaven - Ch. 5	- - -	95	57 3 4
308	Budock - N. 5	- - -	96	47 10 2
311	Buryan, St. - N. 7	139 0 8	83	42 9 8
303	Callington - N. 4	120 0 0	163	53 16 1
			38	9 5 0
290	Calstock - N. 4	430 0 0	87	32 13 5
310	Camborne - B. 6	*150 0 0	256	116 17 10
	" - "	78 13 4		
310	Camborne Town - N. 7	318 17 0	194	85 7 2
			49	16 10 0
300	Camelford - N. 5	200 0 0	73	29 11 2
304	Cardynham N. *g*	*50 0 0		
309	Carnmenellis N. 6	- - -	68	33 9 4

a For two years. *b* Due, but not paid. *c* Additional grant for 1868. *d* School pulled down.
e School closed. *f* School extinct. *g* Removed from inspection.

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	CORNWALL—*cont.*	£ s. d.		£ s. d.
312	Carn Thomas, St. Mary's - N. 7	- - -	54	21 14 5
307	Chacewater - N. 10	268 0 0	101	49 16 4
306	Charlestown (St. Austell) W. 7	- - -	66	27 19 10
309	Clowance (Boys) N. 6	- - -	74	28 4 4
308	Constantine - B. 7	*70 0 0	137	54 10 5
	" "	128 8 4	51	16 7 6
309	Crowan (Girls) " N. 6	112 0 0	41	14 16 0
305	†Cubert - Ch.			
309	Cury - Ch.			
310	Cusgarne - N.	84 0 0		
300	Delabole - W. 5	- - -	60	22 5 1
306	Dennis, St. - Ch. 10	- - -	62	19 13 3
307	Devoran - N. 6	65 0 0	60	36 18 0
307	Devoran - W. 7	- - -	67	28 16 7
302	Devyock - N.	114 0 0		
303	Dominick, St. N.	210 12 0		
311	Erth, St. - P. 7	167 11 0	111	46 17 0
305	Ervan, St. - N. *a*	200 0 0		
306	Ewe, St. - N. 10	- - *b*	91	42 14 4
			96	52 15 6
308	Falmouth - N. 6	12 8 6	72	18 1 2
308	Falmouth - B. 7	- - -	315	134 15 0
308	‡Falmouth, Girls, New B.			
307	Feock, St. - N. 6	65 0 0	67	27 9 0
307	Gerrans - P. 5	193 16 0	79	47 7 0
			19	5 12 6
309	Grade and Ruan Minor N. 6	170 0 0	54	22 14 8
306	Grampound with Creed N. 10	166 10 0	79	38 6 6
			9	3 0 7
311	Gulval - N. 7	111 12 6	95	45 1 8
309	†Gunwalloe - Ch.			
310	Gwennap, Church Town, Boys N. 6	*42 0 0	77	37 18 8
		25 12 4		
	" "			
310	Hayle, Copperhouse - W. 6	- - -	116	61 3 0
311	Hayle, Foundry W. 6	- - -	86	41 17 10
			213	104 15 3
309	Helston - N. 6	- - -	87	13 15 10
309	Helston - W. 7	293 6 6	124	39 12 1
302	Hessenford, St. Ann's - N.	7 17 8		
310	Illogan, Boys N. 7	- - -	116	48 3 2
310	Illogan, Girls N. 7	89 10 8	83	42 13 6
			49	26 10 2
305	Issey, St. - N. 5	120 1 10	11	1 7 6
303	Ive, St. - N. 1	180 7 6	65	31 12 4
311	Ives, St. - N. 7	300 0 0	142	69 14 4
311	Ives, St., St. John's - N. 6	- - -	54	24 13 6
311	Ives, St. - W. 6	- - -	109	68 10 4
300	Juliot, St. - Ch.	116 3 4		
311	Just, St. - N.	193 0 0		
311	Just, St. - W. 6	155 0 0	124	52 15 10
307	Kenwyn, St. George's - N. 10	299 4 0	102	37 8 1
304	Kew, St. - Ch. 5	- - -	51	21 13 6

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	CORNWALL—*cont.*	£ s. d.		£ s. d.
299	Kilkhampton N. 5	20 8 0	91	59 13 8
299	Kilkhampton W.	126 0 0		
302	Landulph - P. 12	17 15 6		*c*
304	Lanhydrock Ch. 5	- - -	34	11 17 4
303	Lanreath - N.	100 0 0		
299	Launcells - N.	60 0 0		
301	Launceston B. 5	*100 0 0	50	20 19 10
301	Launceston (and St. Thomas') - N. 5	*200 0 0	129	57 17 0
	" "	10 0 0		
311	Lelant - N. 7	- - -	56	13 11 11
303	Lerrin - N. 1	120 0 0	53	27 0 10
			7	2 9 2
301	Lewannick - W. 5	- - -	40	11 19 10
301	Lezant - N.	70 0 0		
303	Liskeard, Boys - B. 7	*125 0 0	126	52 13 4
	" "	54 0 0		
303	Liskeard, Girls - B. 7	- - -	114	62 9 6
301	Luckett - Ch. 4	150 10 0	49	21 0 8
311	Ludgvan - N. 6	*90 0 0	60	28 19 2
308	Mabe - N. 6	- - -	77	36 16 8
304	Mabyn, St. - N.	168 0 0		
311	Marazion (Sir C. Cole's) - 7	- - -	123	64 9 0
299	Marham Church - Ch.			
307	Mawes, St. *d*			
307	Mawes, St. - W. 7	- - -	54	23 9 7
309	Mawgan, St. (in Meneage) *e*			
305	Mawgan, St., Village			
308	Mawnan, Village - 5	- - -	43	15 10 4
302	Mellion, St. - Ch. *e*			
303	Menheniot - N. 1	20 4 2	107	42 4 0
			23	7 9 2
303	Merrymeet - N. 1	50 0 0	71	35 5 0
			12	3 13 4
302	Millbrook - N. 11	14 5 4		*c*
304	Minver, St. - Ch. 5	- - -	68	37 16 2
303	Morval - P. 1	- - -	63	41 4 10
299	Moorwinstow N.	70 0 0		
311	Mousehole - W. 6	285 10 0	123	51 5 4
308	Mylor Bridge N. 6	- - -	151	68 1 10
303	Neot, St. - N. 1	117 0 0	103	50 13 4
311	Newlyn - W. 6	406 0 0	120	55 2 8
306	Par, Biscovey N. *See* Biscovey			
311	Paul, St. - N. 6	- - -	82	41 5 8
303	Pelynt - N.	75 0 0		
311	Pendeen - N. 7	241 10 0	146	77 8 10
309	Penrose - Ch. *a*			
308	Penryn, Girls N. 5	*150 0 0	95	27 6 10
	" "	10 5 0		
308	Penryn - W. 7	227 0 0	129	53 14 2
303	Pensilva - N. 1	- - -	121	55 12 0
311	Penzance - N. 7	*340 0 0	269	112 15 0
311	Penzance, St. Paul's - Ch. 7			
311	Penzance - W. 6	- - -	193	81 2 8

a School closed. *b* For two years. *c* Due, but not paid. *d* School extinct.
e Removed from inspection.

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	CORNWALL—*cont.*	£ s. d.		£ s. d.
307	Perranzabuloe - N.	90 0 0		
310	Phillack - N. 7	- - -	193	72 5 1
307	Philleigh - P.	78 14 6		
302	Pillaton - N.			
303	Polruan - N. 1	80 0 0	61	29 11 10
309	Porthleven - N.	152 5 0		
307	Probus - P. 6	- - -	67	33 17 4
302	Quethiock - N.	*32 0 0		
	" - "	84 10 0		
310	Redruth - N. 10	- - -	*a*	
310	Redruth - B. 6	- - -	165	74 12 8
310	Redruth - W. 6	- - -	196	83 3 10
303	Rilla Mill - B. *b*			
302	Saltash - N. 11	91 10 0	103	43 12 8
311	Sancreed - N. 6	190 0 0	63	33 8 10
312	Scilly Isles, St. Mary's - N. 7	- - -	125	53 7 10
302	Sheviocke - Ch. 12	- - -	29	13 12 8
303	South Hill - N. 4	140 5 0	40	16 6 2
302	Stephen's, St., by Saltash N. 11	- - -	64	24 10 6
306	Stephen's, St. (St. Austell) N. 10	- - -	94	42 14 4
301	Stoke Climsland - N. 4	274 0 0	57	19 15 8
301	Stoke Climsland Luckett, N. *See* Luckett, Ch. S.			
299	Stratton - N. 5	180 0 0	69	31 19 4
			4	0 16 8
302	Tideford - N. 1	119 0 0	44	22 11 4
300	Tintagel - N.	143 3 10		
302	Torpoint - Ch. 12	- - -	*a*	
312	Tresco (Scilly) N. 7	- - -	44	20 6 8
310	Trevenson-Pool - N. 7	123 0 0	114	51 2 10
310	Trevenson (The Bassett) - N. 7	- - -	119	62 11 6
307	Truro - B. 7	*300 0 0	371	158 5 6
307	Truro, Exeter, Practising for Females - 10	368 0 0	97	35 12 7
307	Truro, Fairmantle St. - N. 10	36 0 0	145	68 5 8
			18	6 18 4
307	Truro, St. John's, Infant - - 10	- - -	115	44 8 9
307	Truro, St. Mary's - N. 10	*120 0 0	146	79 0 6
310	Tuckingmill, All Saints' N.	120 0 0		
304	Tudy, St. - Ch. 5	- - -	27	12 17 6
306	Tywardreath N. 10	180 0 0	*a*	*c*5 0 0
304	Wadebridge 7	- - -	74	31 17 2
310	Wall - W. 6	- - -	75	35 3 10
301	Warbstow - N.	*30 0 0		
309	Wendron - N. 6	*90 0 0	47	7 10 3
305	Wenn, St. - N. 5	160 0 0	34	14 8 10
309	Wheal Ruby (Carnmenellis) N.			
311	Zennor - N.	69 0 0		
	CUMBERLAND.	£ s. d.		£ s. d.
569	Allhallows - Ch. 2	268 5 3	47	30 5 0
569	Allonby - B.	100 0 0		
564	Alston - N. 3	199 17 6	132	60 5 2
564	Alston Charity - Undl. 6	- - -	116	52 2 10
569	Aspatria - N. 3	15 0 0	74	35 7 4
571	Beckermet District - 11	- - -	54	28 6 0
571	Bees, St. - N. 5	- - -	42	21 0 0
569	Blencogo - Ch.			
569	Blennerhasset - B. 5	- - -	38	19 1 10
569	Bolton - N. 2	264 0 0	64	40 16 2
570	Bothel - N.	236 0 0		
569	Bowness - N. 2	- - -	62	36 10 0
570	Braithwaite N. 2	- - -	44	30 14 0
566	Brampton - N. 10	833 0 0	303	156 5 6
566	Brampton Eng. Pres.			
570	Brigham (Keswick) - N. 11	- - -	*a*	*c*5 0 0
570	Broughton, Great, Endowed - Ch. 4	143 5 0	61	19 19 7
569	Caldbeck - 2	- - -	53	27 0 8
568	Cargo - Ch. 12	213 0 0	32	9 8 1
568	Carlisle - B. 5	*300 0 0	178	84 14 6
	" - "	54 0 0		
568	Carlisle, Central - N. 10	- - -	248	102 11 10
			38	12 6 8
568	Carlisle, Charlotte St., Independent 5	- - -	58	10 5 7
568	Carlisle, Ch. Ch. - - N. 10	575 1 3	490	254 7 2
			38	10 11 8
569	Carlisle, Education Society's.			
568	Carlisle, St. Bede's - R. 6	- - -	177	90 2 0
			48	16 16 8
568	Carlisle, St. Patrick's - R. 6	64 0 10	113	47 8 6
			16	5 10 0
568	Carlisle, St. Stephen's - N 10	250 19 4	269	123 2 8
568	Carlisle, Shaddon Works - Ch. 10	- - -	255	123 1 0
			38	11 11 8
568	Carlisle (The Fawcett) - N. 9	352 6 4	329	140 18 0
			28	13 1 5
568	Carlisle, Holy Trinity - N. 9	196 10 0	56	16 16 7
571	Cleator - N. 12	- - -	*a*	
571	Cleator Mills B. 5	- - -	120	58 10 4
			15	2 15 0
570	Clifton (Workington) - N. 4	494 8 0	150	74 18 8
570	Cockermouth N. 4	289 18 0	198	78 13 2
570	Cockermouth, All Saints - N. 1	336 0 0		
570	Cockermouth, St. Joseph's R. 6	- - -	54	5 9 11
568	Cotehill - Ch.	97 10 0		
570	Crosby, Cross Canonby - N. 10	223 0 0	84	40 8 4

a Due, but not paid. *b* Removed from inspection. *c* Paid under Article 90 (1).

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixture	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
568	Crosby-on-Eden - N. 1	139 3 4	62	27 9 8
570	Crosthwaite N. 5	- - -	57	24 13 4
570	Crosthwaite, Free Grammar.			
568	Cummersdale Mills - - 1	- - -	55	28 7 10
565	Cumrew - N.	57 0 0		
565	Dacre - N.	*40 0 0		
568	Dalston - Ch. 1	237 2 6	70	28 0 5
			31	11 7 6
570	Dearham, Ellenborough and Unerigg Ch. 1	160 1 3	78	38 2 2
570	Dovenby - N.	100 0 0		
569	Drumburgh N. 2	*45 0 0	47	36 9 1
571	Egremont - B. 5	- - -	50	6 2 8
569	‡England - N.	*30 0 0		
570	‡Flimby - N.			
571	Frizington - N.	*25 0 0		
565	Gamblesby - W. 6	- - -	31	17 6 0
564	‡Garrigill Gate - - B.			
565	Greystoke - N.			
571	Harrington Ch. *a*			
566	Heads Nook B.			
571	Hensingham N. 11	- - -	167	80 2 0
565	Hesket-in-the-Forest - P.			
564	‡High Plains B.			
569	‡Holme Cultram, Aldoth N.			
569	Holme Cultram, Abbey Town - N. 3	- - -	56	21 11 7
569	Holme Cultram, St. Cuthbert's N.	70 0 0		
568	Holme Eden Ch. 11	- - -	58	39 18 4
			10	3 8 4
			224	120 12 2
568	Holmehead - B. 5	- - -	12	1 10 0
568	‡Houghton - Ch.			
565	Howrigg - Ch. 3	- - -	37	*b*
565	Hutton Mar Ch.			
569	Ireby, Grammar - - 5	- - -	56	22 0 5
572	Irton - - N. 6	- - -	56	27 5 4
565	Ivegill - - Ch. 12	- - -	29	1 3 4
568	Ive Gill - B.	*30 0 0		
570	Keswick, St. John's - N. 5	- - -	112	15 7 8
	Kirkbampton, Union of Schools - *c*			
569	Kirkbampton			
568	Burgh by Sands.			
568	Moorhouse			
568	Kirk Andrews			
568	Newby -			
565	Kirkoswald - N. 1	298 7 0	82	42 8 0
571	Lamplugh - P. 5	- - -	55	28 19 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
566	Lanercost Island - - Ch.	184 0 0		
566	Laversdale - Ch. 1	284 0 0	50	31 0 10
565	Lazonby - N. 2	- - -	53	38 15 6
564	Leadgate-in-Alston - N. 4	- - -	45	24 11 8
567	Longtown, United - 5	430 0 0	213	104 12 10
570	Maryport - N. 10	426 10 0	232	110 18 0
570	Maryport - B. 5	149 3 2	156	73 5 4
565	Melmerby - Ch. 1	313 8 0	42	11 10 0
572	Millom - Ch. 11	259 0 0	60	27 11 0
572	Millom, New, and Hodbarrow N.	124 13 9		
571	Montreal - Ch. 12	- - -		*d*
572	Muncaster - Ch. 7	- - -	59	42 5 2
565	Mungrisdale			
564	Nent Hall - Ch. 4	- - -	25	14 1 4
571	Nether Wasdale, Village 5	- - -	28	13 13 7
568	Newby - N.	50 0 0		
570	‡Newlands - N. *a*			
569 and 570	Newton Arlosh, Group of Schools - Ch. 3			
	Newton Arlosh -	- - -	20	6 12 1
	Aldoth, Abbey Holme -	- - -	23	8 18 9
	St. Cuthbert's -	- - -	31	12 18 4
	Tallantire -	- - -	28	10 6 0
	Torpenhow -	- - -	54	25 6 11
569	Newton, West, St. Matthew's N. 3	- - -	57	26 16 10
565	Ousby, St. Luke's - N.	80 0 0		
565	Penrith, Boys - - N. 2	- - -	92	41 1 4
565	Penrith, Girls - - N. 2	431 0 0	89	42 2 2
565	Penrith - B. 6	238 0 0	107	67 1 6
565	Penrith - W. 6	234 15 0	160	87 18 2
			31	9 5 10
570	‡Plumbland - N.			
565	Raughton Head - Ch. 11	- - -	55	35 18 4
565	Salkeld, Gt. N. 1	283 0 0	43	9 17 8
567	Scaleby - N. 11	40 0 0	24	7 3 4
568	Scotby N. & P. 3	174 0 0	81	35 5 10
569	Sebergham Ch. 11	- - -	38	18 0 8
569	Silloth, St. Paul's - N. 3	426 0 0	92	50 13 10
565	Stainton, Mixed - Ch. 2	103 15 0	48	25 14 8
568	Stanwix - N. 10	*55 0 0	132	77 2 8
	" - "	343 15 4		
568	Stanwix, Reformatory.			
567	Stapleton - Ch. 1	82 2 0	42	5 5 8
			58	29 0 8
566	Talkin - - Ch. 11	282 0 0 *e*	10	2 8 4
			60	25 12 8

a Removed from inspection. *b* Refused under Article 52 *d*. *c* Union dissolved.
d Due, but not paid. *e* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
569	†Thursby, Endowed.			
572	Thwaites - Ch.	122 7 6		
569	Uldale (Grammar) - N. 5	54 0 0	32	*a*
568	Upperby - N. 11	174 0 0	81	46 7 0
568	Warwick (near Carlisle) B. 5			
565	Watermillock, Grammar -	170 12 0		
569	Westward - Ch.			
568	Wetheral, Village - - Ch. 11	90 0 0	67	42 6 2
571	Whitehaven U.			
571	Whitehaven, St. Mary's - R.			
571	Whitehaven, St. Nicholas' N. 11	223 6 0	208	80 10 6
571	Whitehaven, Holy Trinity N. 10	*200 0 0 231 6 8	414	190 1 4
569	Wiggonby - N. 3	- - -	92	*b*
569	Wigton - N. 3	- - -	273	143 4 2
569	Wigton - B. 5	*210 0 0	52	12 9 4
569	Wigton - R. 6	- - -	102 40	55 9 6 13 6 8
570	Workington, Free - - Ch. 11	1,215 0 0	166	85 3 2
570	Workington, R. 6	- - -	97	54 11 6
570	Workington, (St. John's) Ch. 11	516 9 0	200	101 15 8
568	Wreay - - N. 12	- - -		*c*
	DERBYSHIRE.			
446	Alfreton - N. 11	350 0 0	92	58 8 0
447	Alkmonton - N. 11	- - -		*e*
446	Allestree - N. 2	207 0 0	98	46 19 0
444	Alvaston and Boulton - Ch. 2	335 0 0	68	25 6 7
447	Ashbourne - N. 4	- - -	217	99 15 6
447	Ashbourne - W. 11	- - -	70	25 18 7
449	Ashford - N. 6	- - -	64 13	33 5 10 4 2 6
448	Ashover Hill Ch.			
444	Aston-on-Trent - N. 2	54 0 0	33	14 16 8
449	Bakewell - N. 6	137 5 0	95 24	58 10 6 8 16 8
449	Bakewell - W. 10	- - -	51	19 5 2
450	Bamford - N. 5	62 10 0	88 32	47 9 6 9 13 4
444	Barrow - N. 4	- - -	29	14 3 2
449	Baslow (Ch. Ch. - - N. 12	- - -	51	34 13 6
509	Beighton and Hackenthorpe - N. 8	367 0 0	51	26 8 0
446	Belper - N. 6	536 0 0	126 50	59 6 4 18 11 8
446	Belper - U.			
446	Belper - W. *d*			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	DERBY—*cont.*	£ s. d.		£ s. d.
447	Bentley Fenny Ch.			
447	Biggin, St. Thomas' - N.	150 0 0		
448	Bolsover - N. 2	251 10 0	104	17 17 11
448	Bolsover, Whaley - N.	157 5 0		
447	Bonsall - Ch. 6	- - -	42	20 7 2
444	Borrowash Infants - N.			
374	Boylestone - N.	90 0 0		
448	Brackenfield N. 6	125 7 0	68	22 3 1
447	Brailsford, Mr. Evans's - 16	- - -	37	55 6 2
448	Brampton, St. Thomas' N. 8	114 15 0	140 52	66 18 4 10 16 8
447	Brassington N. 6	- - -	81	*e*
444	Breaston - N.	144 0 0		
448	Brimington - N.	75 0 0		
375	†Broughton Church - N.			
450	Burbage - Ch. 2	- - -	213 22	123 2 4 9 1 8
450	Buxton, Endowed - N.			
450	Buxton - W.	92 10 0		
450	Castleton, Boys - - N. 5	- - -	31 10	17 1 3 3 3 9
450	Castleton, Girls - N. 5	- - -	37	17 5 0
450	Chapel-en-le-Frith - N. 5	*105 0 0 25 17 0	177 6	89 18 8 2 1 8
451	Charlesworth N. 5	250 0 0	72	46 8 2
451	Charlesworth B.			
448	Chesterfield, Old, Trinity N. 8	174 5 0	173	74 2 10
448	Chesterfield R. 5	- - -	180	92 7 8
448	Chesterfield, Victoria - N. 8	190 0 0	181	100 18 6 *f* 20 0 0
450	Chinley - B.	*40 0 0		
448	Clay Cross Iron Works 10	- - -	706 65	343 12 10 19 17 10
448	Clay Cross, St. Bartholomew's - P.			
447	Clifton - Ch. 4	- - -	41	12 17 6
438	Codnor and Loscoe, Boys - N. 10	240 0 0	98	39 5 0
438	Codnor, Girls and Infants N. 10	550 0 0	173	85 7 10
446	Crich - - N. 5	284 8 10	130	56 9 10
376	Croxall - Ch. 4	- - -	52	12 12 5
449	Darley, South - Ch. 6	131 16 8	52	27 12 8
445	Derby, All Saints' - N. 7	*160 0 0 320 0 0	296 54	104 16 0 23 0 0
445	Derby - - B. 10	505 0 0	356	202 16 6
445	Derby, Canal Street - W. 10	- - -	388 16	183 1 0 4 13 4
445	Derby, Ch. Ch. - - N. 7	350 7 6	270 65	125 0 10 19 2 6
445	Derby, Curzon Street - N. 7	456 5 8	319	159 5 6

a Refused under Article 51 *c*. *b* Refused under Article 52 *d*. *c* Due, but not paid. *d* School closed
e Refused under Article 51 *a*. *f* Retiring pension.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	DERBY—*cont.*	£ s. d.	£ s. d.	
445	Derby, King Street - W. 10	- - -	308 163 8 2	
			16 5 8 4	
445	Derby, Parliament St. W. 10	- - -	103 51 10 4	
445	Derby, Practising - 7	382 15 0	170 88 5 0	
445	Derby Ragged and Industrial -	372 0 0		
445	Derby, St. Alkmund's N. 7	211 0 0	260 120 11 10	
445	Derby, St. Andrew's - N. 8	- - -	508 230 14 0	
			20 5 1 8	
445	Derby, St. James - Ch. 7	- - -	137 69 10 8	
445	Derby, St. Joseph's - R. *a*			
445	Derby, St. Mary's - R. 5	- - -	102 52 6 8	
			30 12 10 7	
445	Derby, St. Michael's - N. 8	- - -	155 79 19 10	
445	Derby, St. Paul's - N. 7	234 15 0	157 65 9 4	
			19 7 4 2	
445	Derby, St. Peter's Bag Lane, Infts. N. 7	*85 0 0	122 54 2 2	
445	Derby, St. Peter's, Devonshire St. N. 7	*125 0 0	132 64 15 2	
	" "	15 13 4	63 25 17 6	
445	Derby, " St. Peter's, Rose Hill District Ch.	275 0 0		
445	Derby, St. Peter's, Siddal's Lane N. 7	*160 0 0	273 112 4 8	
			87 42 19 2	
445	Derby, St. Peter's, Traffic St. - N. 7	*c*124 8 0	226 117 3 0	
	" "	8 0 0		
445	Derby, Holy Trinity - N. 7	626 0 0	346 167 6 4	
507	Dore - N. 5	20 0 0	44 23 0 0	
374	Doveridge - N. 11	- - -	75 40 2 10	
444	Draycott and Wilne - P. 2	426 10 0	160 95 15 0	
			17 3 12 6	*d*
448	Dronfield Ch. N. 12	- - -		
446	Duffield, Endowed - N. 4	21 0 0	50 *e*	
444	Eaton, Little N. 11	85 0 0	81 17 10 4	
444	Eaton, Long N. 11	243 18 9	228 93 13 6	
450	Edale - N. 5	- - -	36 7 4 5	
449	Edensor - N. 6	- - -	43 29 0 0	
449	Elton - Ch. 2	- - -	37 18 19 0	
444	Elvaston, Earl of Harrington's 1	- - -	40 21 10 8	
449	Eyam, Mixed Ch. 5	- - -	95 53 9 1	
			29 9 13 7	
451	Glossop, All Saints' - R.			
451	Glossop - B.	*f*225 0 0		
451	Glossop, Dinting Vale, Printworks B.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	DERBY—*cont.*	£ s. d.	£ s. d.	
451	Glossop (Duke of Norfolk's) B. 10	31 11 3	129 *g*	
448	Grasmoor (in Hasland) N. 8	- - -	61 27 7 5	
375	Gresley - N. 2	218 5 0	100 71 3 5	
451	Hadfield - Ch.			
451	Hadfield - W. 10	- -	92 47 11 0	
448	Handley, Mixed - Ch. 6	- - -	62 32 14 2	
437	Hardwick - N.			
447	Hartington - Ch. 10	153 6 3	48 18 15 0	
448	Hasland - N.	207 6 3		
449	Hassop - R. 5	- - -	34 23 15 0	
449	Hathersage - Ch. 5	304 0 0	89 45 6 8	
449	Hathersage - W. *h*			
451	Hayfield, Town's - N.	*116 0 0		
446	Hazlewood - N.	60 0 0		
446	Heage - N. 6	138 2 5	78 40 13 6	
438	Heanor - N. 10	316 13 0	235 134 1 2	
448	Heath - Ch. 10	- - -	49 20 10 0	
446	Holbrooke - Ch. 3	- - -	64 28 19 2	
450	Hope - Ch. 5	- - -	61 30 4 2	
			19 6 15 10	
446	Horsley - N. 2	35 0 4	146 85 13 10	
			16 3 5 9	
451	Howard Town - W. 10	- - -	168 79 8 3	
447	Hulland - N. 11	- - -	69 40 1 0	
446	Idridgehay - P. 2	115 17 6	32 7 12 11	
438	Ilkeston - N. 10	410 13 0	208 107 8 8	
438	Ilkeston - B. 11	286 0 0	206 138 19 10	
438	Ironville, Golden Valley, Infants - N. 11	- - -	58 28 12 4	
446	Ironville - N. 11	490 0 0	350 190 4 0	
447	Kniveton - N.	53 0 0		
446	Langley Kirk N.	40 0 0		
446	Lea - Public 10	512 5 0	131 71 3 4	
445	Litchurch - W. 10	- - -	85 27 1 9	
444	Littleover - N. 2	70 0 0	43 18 11 2	
447	Longford - P. 5	- - -	58 13 14 6	
375	Longlane, Christ Ch. Ch. 2	45 10 0	43 14 10 *j*	
			6 1 16 *j*	
375	Lullington - Ch.			
449	Matlock Bath N. 2	205 0 0	93 59 11 1	
414	Measham - N. 3	*20 0 0	262 131 1 8	
	" - "	145 6 6		
444	Melbourne - N. 4	54 0 0	202 93 1 4	
451	Mellor, Methodist Free Church - *h*		28 8 0 0	
375	Mickleover - Ch. *i*			
449	Middleton by Wirksworth N. 5	183 11 10	118 64 7 2	
446	Milford - B. 10	- - -	235 165 1 0	
449	Monyash - N. *i*		82 33 1 8	
446	Morley - N.	17 1 9		
448	Newbold with Dunston - Ch. 8	292 12 6	164 78 1 2	
375	Newhall - N. 4	357 10 0	203 90 0 0	
451	Newmills - B. 10	- - -	175 93 11 10	
			27 8 19 2	

a School sold. *b* Part of this grant belongs to Traffic Street School.
c For repairing Bag Lane, Devonshire Street, Siddal's Lane, and Traffic Street Schools. *d* Due, but not paid.
e No grant claimed. *f* School pulled down and 165*l.* 8*s.* 1*d.* repaid. *g* Grant refused under Article 53*d.*
h School closed. *i* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	DERBY—*cont.*	£ s. d.		£ s. d.
451	Newmills, St. George's - N. 5	300 0 0	188	70 0 0
451	Newmills - W.			
375	Newton-Solney - N. 2	- - -	81	40 11 8
444	Normanton - Ch. 8	- - -	30	12 1 11
437	Normanton, South - - N. *a*	*64 0 0		
507	Norton Green-hill - - N.	46 0 0		
444	Ockbrooke - N. 2	227 10 0	49	36 15 0
447	Osmaston - N. 4	- - -	66	46 9 0
			9	2 17 6
447	Parwich - 4	- - -	49	24 8 4
446	‡Pentrich - N.			
437	Pleasley Works - B. 12	- - -	62	43 0 4
			8	2 10 0
414	Ravenstone - N. 3	- - -	45	23 18 10
446	Riddings - N. 11	345 0 0	*b*	*c*39 2 0
448	Ridgeway - N.	*80 0 0		
446	Ripley - - N. 6	1,185 7 6	456	256 0 4
			16	6 13 4
446	Ripley, St. John's - N. 6	230 0 0	86	45 4 8
446	Ripley - W. *d*			
444	Sawley - N. 11	415 0 0	114	66 9 8
437	Scarcliffe and Upper Langwith - N. 7	142 12 6	44	30 12 0
375	Scropton - N. 4	111 5 0	50	21 7 2
			7	2 12 6
444	Shardlow - P. *a*			
438	Shipley and Cotmanhay N. 10	551 11 3	199	91 7 10
437	Shirebrook - N.	83 5 0		
448	Shirland - N. 2	133 10 0	62	18 5 10
417	*Shirley* - N. 4	88 6 8	35	16 16 4
446	Smalley, Boys N. 11	49 5 0	84	16 4 10
445	Smalley, Girls N. 11	153 0 0		
446	Somercotes, Infants - Ch. 11	215 0 0*e*	107	41 4 9
			114	56 11 10
			85	47 19 6
448	Spink Hill - R. 5	- - -	37	14 2 6
			117	55 9 2
444	Spondon - N. 11	183 0 0	15	4 5 10
437	Stainsby - Ch. 10	- - -	38	*f*
444	Stanton-by-Dale Abbey N. 5	275 0 0	67	34 2 8
			39	11 10 10
375	Stapenhill - N. 4	- - -	105	30 1 11
448	Staveley - N. 6	200 0 0	240	126 13 4
448	Staveley Works - Ch. 6	- - -	308	165 18 10
448	Stonebroom B. 10	- - -	105	26 3 4
449	Stony-Middleton - N. 12	- - *e*	49	29 3 10
			32	10 0 0
			57	33 3 8
			26	9 18 4
374	Sudbury (Lady Vernon's) - N. 11	- - -	*b*	
375	Swadlincote N. 4	- - -	132	64 9 6
446	Swanwick - Ch. 11	- - -	232	99 0 11
449	Tansley - N. 12	163 14 0*e*	111	57 5 3
			112	70 10 10
437	Tibshelf - N. 7	- - -	75	46 12 0
449	Tideswell - N. 5	305 0 0	159	63 10 5
			25	5 16 3

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	DERBY—*cont.*	£ s. d.		£ s. d.
446	Turnditch - N. 7	75 0 0	46	18 0 5
448	Wessington - N. 3	42 1 6	35	18 4 11
451	Whitfield - N. 5	300 0 0	200	115 10 11
448	Whittington (Webster's Endowed) - P.	144 0 0		
436	Whitwell - Ch. 11	- - -	56	22 16 0
448	Wingerworth Coal Co.'s - 4	- - -	92	53 19 6
			17	5 9 2
			88	41 0 0
449	Winster - N. 12	207 6 3*e*	67	25 5 0
446	Wirksworth N. 5	290 0 0	197	94 14 2
448	Woodthorpe Ch. 6	- - -	81	35 18 6
450	Wormhill, St. Margaret's P. 12	- - -	27	11 3 8
447	Yeaveley - N. 4	58 10 0	17	10 7 6
449	Youlgreave - N. 11	309 17 6*c*	109	17 9 1
			118	61 9 4
	DEVONSHIRE.			
285	Alvington, West - - Ch. 2	- - -	35	18 6 8
294	Anstey, West Ch. 1	167 7 6	49	24 6 10
297	Appledore - N. 11	136 6 8	82	30 15 9
297	Appledore - W. 11	- - -	70	42 4 10
283	Ashburton, Infants - N.	*38 0 0		
291	Ashbury and Northlew - P. 7	- - -	69	47 4 4
281	Ashcombe - N.			
295	Ashford - Ch.	75 4 0		
296	Ashreigney - N.	361 16 0		
281	Ashton - N.	*37 0 0		
295	Atherington N. 4	- - -	29	4 0 6
285	Aveton-Gifford - N. 2	403 4 0	72	25 18 2
280	Awliscombe - N.	*36 0 0		
279	Axminster - N. 3	158 0 0	172	85 4 10
279	Axmouth - N. 3	19 1 4	60	31 3 2
			19	2 19 5
283	Babbicombe N. 6	- - -	111	61 19 10
295	Barnstaple - N 5	*100 0 0	103	62 13 4
295	Barnstaple, Blue Coat - N. 5	- - -	70	46 12 0
295	Barnstaple - R. 7	- - -	75	43 1 6
295	Barnstaple, St. Mary Magdalene N. 5	- - -	144	72 5 4
295	Barnstaple, Holy Trinity N. *d*	345 0 0		
295	Barnstaple, Holy Trinity (Girls and Infants) - Ch. 5	- - -	46	7 6 5
295	Barnstaple - W. 11	499 0 0	244	141 5 2
291	Beaworthy - N.	*25 0 0		
295	Berryn Arbor - N.	126 0 0		
295	Bickington (Barnstaple) Ch. 5	- - -	104	58 8 0
			11	4 17 6
293	Bickleigh (Tiverton) N. 2	59 13 4		
286	Bickleigh (Roborough) N. 4	- - -	51	20 1 0

a Removed from inspection. *b* Due, but not paid. *c* Additional grant for 1863. *d* School closed.
e For two years. *f* Refused under Articles 52 *c* (2)., and 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
297	Bideford - B. 11	*240 0 0	267	127 9 6
	" - "	36 1 7		
297	Bideford, Longbridge N. 11	125 0 0	160	70 1 4
283	Bishop's Teignton - Ch. 6	- - -	86	44 14 2
285	Blackawton N. *a*	*37 0 0		
283	Bovey, North N. 7	- - -	33	18 18 8
283	Bovey Tracey N. 7	*87 0 0	123	57 6 6
	" "	160 15 0	24	8 11 8
283	Bovey Tracey B. 1	- - -	100	43 13 9
283	Bradninch - N. 2	*99 0 0	206	103 10 10
	" "	52 18 0	19	5 16 10
281	Bramford Speke, Village - N. 2	139 7 6	34	16 2 2
281	Brampford Wood, Reformatory.			
291	Bratton Clovelly - N. *a*	*65 0 0		
295	Bratton Fleming - N. 5	75 6 0	68	35 0 4
291	Bridestowe and Sourton - Ch. 10	159 0 0	47	27 18 10
			8	2 13 4
284	Bridgetown (Totnes) 1	- - -	71	25 16 11
284	Brixham - B. 1	- - -	70	31 14 8
284	Brixham, Endowed - Ch. 2	50 0 0	102	5
284	Brixham, Girls 2	- - -	66	25 17 10
284	Brixham, Infants - N. 2	- - -	128	43 10 0
281	Broadclyst - N. 3	- - -	137	60 19 8
			16	3 15 0
284	Buckfastleigh - - N.	189 0 0		
284	Buckfastleigh - - B. 1	*170 0 0	83	35 2 8
286	Buckland (Egg) - N. 11	133 0 0	74	37 0 4
290	Buckland Monachorum - - Ch. 12	150 0 0	26	12 0 0
294	Buckland, West - - N.	110 0 0		
286	Budeaux, St. N.	*40 0 0		
314	Burlescombe Ch. 5	304 0 0	67	40 8 4
			13	5 14 2
294	Burrington - N. 4	332 0 0	81	49 6 2
293	Butterleigh - N.	26 0 0		
293	Cadeleigh - N.	40 0 0		
291	Chagford - P. 7	128 12 6	79	39 1 4
291	Chagford, Infant - N. 7	- - -	53	27 1 10
295	Challacombe N.	119 10 0		
294	Charles - Ch. 1	80 0 0	48	22 15 6
292	Cheriton, Bishop - N.	*25 0 0		
293	Chevithorne Ch. 2	250 0 0	58	27 19 8
290	Chillaton, Girls and Infants - Ch. 4	- - -	37	15 19 2
			18	5 15 0
294	Chittlehampton - N. 4	- - -	110	60 3 2
281	Christow - Ch. 7	- - -	81	38 8 10
283	Chudleigh - N. 7	799 16 0	147	92 18 4
294	Chumleigh - B. *c*	*50 0 0		
140	Colebrooke - N. *a*	*140 0 0		
292	Coleridge - N.			
293	Collumpton N. 2	21 0 0	208	108 4 11
			21	8 5 10
279	Colyton - N. 3	*92 0 0	104	54 18 0
281	Colyton Rawleigh - N. 1	60 0 0	59	25 6 8
			6	0 15 0
295	Combmartin N. 5	104 15 6	124	43 12 2
			27	7 14 3
286	Compton Gifford - Ch. 3	- - -	51	24 9 4
286	Cornwood - N. 3	315 0 0	73	33 6 4
			12	1 10 0
281	Countess Wear - N. 12	100 0 0 *d*	54	27 8 6
			13	4 12 6
			51	28 1 4
314	Culmstock - N. 5	*70 0 0	86	47 17 6
284	Dartington - N. 11	- - -	42	14 14 6
290	Dartmeet - N. 4	- - -	12	1 2 7
290	Dartmoor Prison - N. 4	- - -	142	60 0 3
290	Dartmoor, Post Bridge N.	90 0 0		
284	Dartmouth, St. Petrox - N. 2	- - -	75	22 4 2
283	Dawlish - N. 11	- - -	240	99 8 4
			22	7 0 0
282	Devon and Exeter, Central - - N. 10	1,395 0 0	301	160 8 8
282	Devon and Exeter, Infant - - Ch. 10	- - -	102	31 0 4
289	Devonport, Royal Naval and Military Free 10	978 0 0	667	340 1 0
289	Devonport, St. James' - N. 11	863 16 0		*c*
289	Devonport, St. Joseph's - R. 7	- - -	100	63 15 0
289	Devonport, St. Mary's - N. 11	- - -	218	70 9 6
289	Devonport, St. Paul's - Ch. 11	- - -	42	10 4 2
289	Devonport, St. Stephen's - N. 11	- - -	241	104 0 2
284	Dittisham - N. 2	92 10 0	70	32 16 2
285	Dodbrooke - N. 2	134 0 0	86	39 10 8
296	Dolton - - N. 4	- - -	85	44 10 10
295	Down, West N.	50 0 0		
291	Drewsteignton N. 12	- - *d*	41	33 9 5
			35	21 11 6
281	Dunsford - N. 7	- - -	49	21 15 0
283	Ellacombe, Infant. *See* Upton - N.			
286	Ermington - N. 11	144 10 0	60	29 18 4
291	Exbourne - N.	*60 0 0		
282	Exeter, Episcopal, Charity - N. 10			
282	Exeter, Mint Lane - - W. 5	335 0 0	269	125 4 10
282	Exeter, St. David's, Boys N. 10	- - -	151	86 7 8

a Removed from inspection.
b Refused under Article 52 *d*.
c School extinct.
d For two years.
e Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
282	Exeter, St. David's, Girls P.	- - -	161	82 3 0
282	Exeter, St. James' - N.	221 16 0	179	106 1 2
282	Exeter, St. Sidwell's - N.	500 0 0	279	131 4 0
282	Exeter, St. Sidwell's, Independent - *a*	*150 0 0		
281	Exeter, St. Thomas' - P.	325 0 0	106	46 5 4
281	Exeter, St. Thomas' - U.			
282	Exeter, City Workhouse U.			
281	Exminster - N.	354 0 0		
281	Exmouth - N.	- - -	85	*b*
—	" "	- - -		*c*20 0 0
281	Exwick - N.	255 0 0	66	29 15 4
			10	5 5 0
294	Filleigh, Castle Hill - N.	217 17 6	67	40 15 8
283	Furrough Cross Free Church	- - -	77	30 7 0
295	Georgeham Ch.	166 5 0		
296	Giles, St., in the Wood - N.	- - -	124	71 9 0
290	Gulworthy (Duke of Bedford's) -	- - -	121	73 1 4
			26	9 0 0
293	Halberton - N.	305 18 0	118	70 3 0
291	Hampton, High N.	*35 0 0		
284	Harberton - N.	- - -	69	30 15 0
284	Harberton Ford - N.	137 0 0		
297	Hartland - N.	- - -	73	30 17 10
291	Hatherleigh N.	*112 0 0	132	79 12 0
			22	8 10 0
281	Heavitree - P.	- - -	94	41 3 2
283	Hennock - Ch.	- - -	66	35 11 8
283	Highweek, New - P.	- - -	121	67 1 8
			7	2 12 6
286	Holberton - N.	- - -	47	22 6 6
293	Hollacombe B. *d*	*45 0 0		
284	Holne - N.	5 18 3		
298	Holsworthy N.	115 0 0	61	15 7 9
298	Holsworthy W.	150 15 0	57	28 8 6
280	Honiton - N.	273 7 6	210	131 12 10
			27	8 10 10
280	Honiton - B. *a*	*150 0 0		
286	Hooe, West - N.	- - -	70	26 3 2
290	Horrabridge -	87 4 0	87	38 0 4
284	Huish, North N.	75 13 4	41	15 18 4
285	Huish, South Ch.	- - -	35	16 15 8
291	Iddesleigh and Dowland - N.	219 10 0	42	25 16 6
			86	43 17 2
281	Ide - - N.	275 0 0*e*	87	43 7 6
			23	7 9 2
295	Ilfracombe - N.	228 0 0	135	66 14 0
295	Ilfracombe - B.	- - -	100	49 9 10
295	Ilfracombe, St. Philip's and St. James' - N.	- - -	125	65 19 2
			11	3 10 10
295	Instow - N.	117 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
283	Ipplepen - W.	- - -	71	36 10 6
286	Ivybridge - Ch.	- - -	133	59 4 8
290	Kelly - - Ch.	- - -	37	10 18 1
281	Kenn - - Ch.	- - -	97	47 19 8
293	Kentisbeare N.			
281	Kenton - N.	- - -	76	46 3 7
285	Kingsbridge and Dodbrooke - B.	284 0 0	153	64 6 2
283	Kingskerswell, St. Mary's - N.	280 0 0	90	41 7 2
283	King's Teignton - Ch.	256 12 6	135	73 9 10
290	Lamerton - N.	160 17 6	110	50 4 10
			18	6 6 8
295	Landkey - N.	- - -	54	27 0 2
292	Lapford - Ch.	- - -	43	31 9 0
283	Leusden - N.	- - -	32	14 19 6
290	Lew Trenchard - N.	66 10 0		
295	Loxhore - N.	40 0 0	65	41 12 4
281	Lympston - N.	- - -	43	32 3 6
			15	5 19 2
295	Lynton - N.	100 0 0	37	11 11 2
283	Manaton - Ch.	101 0 0	28	11 6 0
284	Marldon - N.	144 0 0	53	19 19 7
295	Marwood, Endowed.			
283	Marychurch, St. - N.	87 6 0	171	86 5 6
290	Mary, Tavy, St. - N.	*f**100 0 0	123	53 5 10
290	Meavy - N.	*25 0 0	27	12 4 6
	" - "	30 0 0		
279	Membury - N.	61 0 0		
296	Merton - N.	- - -	66	47 13 8
			9	2 7 6
290	Milton Abbot, (Duke of Bedford's) - N.	- - -	50	13 13 4
290	Milton Abbot, Girls', Free N.	60 0 0	48	24 9 8
285	Modbury - N.	*100 0 0		
	" - "	77 0 0		
294	Molton, North N.	- - -	76	41 12 6
			9	2 17 6
294	Molton, South N.	- - -	81	29 4 2
294	Molton, South B.	400 0 0	*125	62 2 6
294	Molton, South W. *g*	- - -	27	3 19 8
292	Morchard, Bishop's - Ch.	- - -	115	76 18 10
313B	Morebath - Ch.	- - -	36	16 15 10
295	Newport - N.	- - -	85	47 8 0
			21	7 14 2
283	Newton Abbot, St. Joseph's - R.	- - -	25	14 12 3
297	Northam - N.	*90 0 0		
286	Nos-Mayo - N.	111 0 0		
294	Nympton Bishop's - N.	50 0 0	50	6 9 9
			15	6 7 6
294	Nympton King's - Ch.	- - -	59	25 18 6
			14	3 11 8
280	Offwell - N.			
291	Okehampton N.	*82 0 0	63	33 14 8
	" - "	44 0 0		

a Removed from inspection. *b* Refused under Article 52*d*. *c* Retiring pension. *d* School extinct.
e For two years. *f* This grant was made when this was a British School. *g* Now closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.			Annual Grants (paid within Year ending 31 Dec. 1869).			
					Average Attendance.	Amount.		
	DEVON—*cont.*	£	s.	d.		£	s.	d.
280	Ottery, St. Mary's - N. 3	-	-	-	196	131	8	2
284	Paignton - N. 2	189	10	0	192	75	13	4
297	Parkham - N. 11	35	0	0		*a*		
290	Peter, St., Tavy - - N. 4	128	0	0	33	10	12	7
301	Petherwyn, North - N.	80	0	0				
296	Petrockstowe Ch. 6	-	-	-	52	28	4	2
					5	1	10	10
295	Pilton - - N. 5	*100	0	0	120	41	5	1
287	Plymouth, Batter St. Congl. 10	-	-	-	54	16	4	0
287	Plymouth, Charles Parish - N. 3	1,517	4	1	608	258	14	2
287	Plymouth, Ch. Ch. - N. 3	185	6	8	319	77	11	10
287	Plymouth, Grey - Ch. 3	-	-	-	109	14	13	9
287	Plymouth, Public Free 10	393	1	6	1120	492	17	8
					23	6	11	8
287	Plymouth, St. Andrew's Chapel - N. 3	-	-	-	109	46	13	5
287	Plymouth, St. Andrew's, Millbay Branch N. 2	-	-	-	63	27	0	2
287	Plymouth, St. Andrew's, Princess Street N. 3	515	5	0	347	176	6	4
					18	4	3	4
287	Plymouth, St. Boniface - R. 7	-	-	-	356	174	6	7
					86	22	16	7
287	Plymouth, St. James' - Ch. 3	-	-	-	112	44	2	11
287	Plymouth, St. Peter's - N. 3	-	-	-	191	79	7	6
287	Plymouth, Holy Trinity - N. 3	502	11	6	353	164	12	10
					18	3	7	6
286	Plympton, St. Mary's - N. 11	267	10	0	124	60	10	8
					15	4	4	2
286	Plympton, St. Maurice - N. 11	93	3	9	91	14	17	6
286	Plymstock - N. 11	55	12	0		*a*		
285	Pool, South - N.	140	9	4				
290	Raddon Chapel N. 4			-	41	16	6	8
284	Rattery - Ch. 2	-	-	-	45	19	17	0
					13	1	12	6
290	Rose Ash - N.	65	0	0				
285	Salcombe, near Kingsbridge N. 2	150	0	0	108	44	6	3
293	Sampford Peverell - N	100	0	0				
292	Sandford - N. 11	-	-	-	111	35	5	0
279	Seaton - - 11	-	-	-	78	31	18	5
296	Shebbeare - N.	*30	0	0				
280	Sidmouth, All Saints' - N. 3	161	0	0	118	56	4	7
280	Sidmouth (Girls and Infants) - P. 3	-	-	-	96	41	4	6
293	Silverton - N. 2	111	0	0	73	37	14	10
281	Starcross - N. 11	-	-	-		*a*		
289	Stoke Damerel, Boys, Public 10	*90	0	0	192	89	9	4
	" "	130	0	0				

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.			Annual Grants (paid within Year ending 31 Dec. 1869).			
					Average Attendance.	Amount.		
	DEVON—*cont.*	£	.	d.		£	s.	d.
285	Stoke Fleming P. 2	-	-	-	57	25	0	0
284	Stoke Gabriel N. 2	71	10	0	58	23	17	7
285	Stokenham - N. 2	316	12	6	162	70	11	4
288	Stonehouse, East - - N. 3	24	11	8	362	160	18	4
288	Stonehouse - W. *b*							
285	Street - N. 2	65.	0	0	46	25	12	6
287	Sutton-on-Plym - N. 4	202	5	0	105	49	4	0
					8	2	18	4
295	Swimbridge P. 5	228	15	0	37	15	10	0
290	Sydenham Damerel - N. 4	-	-	-	55	26	1	2
					15	4	7	6
290	Tavistock - N. 4	415	0	0	315	123	3	4
290	Tavistock - B. 10	-	-	-	339	144	7	10
295	Tawton Bishop's N. 5	66	10	0	79	43	13	8
291	Tawton, North, Infants - Ch.	195	0	0				
291	Tawton, South P. 7	-	-	-	44	5	14	7
283	Teignmouth B.							
283	Teignmouth, East and West - - P. 11	-	-	-		*a*		
283	Teignmouth R. 7	-	-	-	37	20	11	2
283	Teignmouth W. *b*							
293	Thorverton N. 1	140	0	0	91	39	0	3
					17	6	6	10
285	Thurleston Ch. 2	-	-	-	20	8	10	10
280	Tipton, St. John's - N.	50	0	0				
293	Tiverton - N. 2	138	0	0	173	90	16	6
					11	2	14	2
293	Tiverton (Bampton Street) Infants - B. 5	-	-	-	109	51	6	4
293	Tiverton Elmore - - B. 5	-	-	-	126	59	2	0
293	Tiverton, Heathcoats - 5	-	-	-	388	201	4	0
281	Topsham, Somasters - N. 12	476	0	0*c*	115	37	10	6
					123	43	10	6
281	Topsham - W. 5	-	-	-	100	33	6	4
283	Tor (Yonge) N. 6	395	6	5	328	144	9	9
283	Torquay - N. 6	146	5	0	320	171	15	4
283	Torquay (Abbey Road) Public - 1	-	-	-	278	125	2	6
283	Torquay (Boston Fields) - N. 6	124	0	0	93	48	5	2
283	Torquay, Holy Trinity - N. 6	-	-	-	236	124	9	2
283	Torquay, Union of Schools - Ch. 6							
	Abbot's Kerswell -	-	-	-	45	23	14	4
	Shiphay, Collaton -	-	-	-	23	12	3	3
	Barton -	-	-	-	51	22	13	4
	Coffins Well -	-	-	-	26	14	5	2
298	Torrington, Black - N.	*40	0	0				
296	Torrington, Great - B. *b*	*150	0	0				
286	Turnchapel, Infants - N. *b*							

a Due, but not paid. *b* School closed. *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargements, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
293	Uffculme - N.	- - -		
284	Ugborough - Ch. 11	- - -	85	33 6 11
293	Uplowman - N. 2	- - -	44	27 15 0
280	Up-Ottery - N.	125 0 0		
283	Upton, Ellacombe, Infant - - N. 6	142 10 0	167	65 13 0
281	Upton Pyne N. 2	- - -	77	38 5 6
294	Warkleigh - N.	47 10 0		
296	Wear Gifford N. 4	198 0 0	54	23 10 0
281	Whimple - N. 3	96 0 0	72	40 13 0
283	Widecombe-in-the-Moors - N. *a*			
293	Willand - N.	70 0 0		
296	Winkleigh - N. 4	64 0 0	77	41 0 8
294	Witheridge - N. 4	115 0 0	61	28 15 0
293	Withleigh - N.			
281	Withycombe Rawleigh - N. 12	89 5 10	30	5 0 0
281	Woodbury (Broadmead's), Endowed - 5	- - -	69	27 1 8
			32	11 10 0
281	Woodbury, Salterton - Ch. 11	- - -	55	27 16 2
			34	8 18 4
283	Woolborough N. 6	169 17 4	192	107 1 10
			18	5 15 0
296	Yarnscombe N. 4	51 0 0	43	24 8 10
	DORSETSHIRE.			
271	Alderholt - Ch. 3	- - -	43	25 16 0
			15	5 17 6
278	Allington - N. *b*	*80 0 0		
275	Alton Pancras - - N. 1	100 0 0	43	27 5 0
275	Athelhampton - - B. 4	- - -	42	22 7 2
			17	5 17 6
277	Beaminster - N. 8	307 2 6	190	46 13 10
277	Bettiscombe, Ch.			
277	Black Down N.	82 0 0		
270	Blandford, Boys - - N. 3	157 3 4	121	55 5 4
			38	12 6 8
270	Blandford, Girls and Infants - N. 3	63 0 0	250	112 14 2
270	Blandford, Whitcliff Mill St. - B. 4	150 0 0	57	31 1 6
275	Bradford Peverell - - Ch. 6	- - -	34	16 9 0
278	Bradpole, Mixed N. 4	- - -	77	46 1 4
			26	10 8 4
275	Bredy (Long), and Kingston Russell - N. 6	298 0 0	47	29 13 6
			18	5 15 0
278	Bridport, General, Boys, Girls, and Infants - - B. 4	895 15 4	536	271 0 2
275	Broadmayne N.	48 0 0		
277	Broadwindsor - - N.	150 0 0		
275	Buckland, Newton - Ch. 1	268 0 0	60	34 6 4
			40	12 13 4
	DORSET—*cont.*	£ s. d.		£ s. d.
273	Burton, East N. 7	38 0 0	52	12 4 11
268	Cann, St. Rumbold - - N. 11	70 0 0	81	56 8 3
275	Cattistock - N. 8	*45 0 0	54	35 9 6
275	Cerne Abbas N. 4	- - -	58	22 16 10
279	Chardstock, and Industrial - - N. 2	*100 0 0		
		750 0 0		
	" " "		73	41 8 2
279	Charmouth - N. 2	- - -	16	8 3 4
276	Chetnole - N. 1	- - -	41	21 16 0
278	Chideock - N. 4	117 0 0	43	20 11 7
269	Child-Okeford - - N.	80 0 0		
268	Compton Abbas - N. 11	- - -	55	28 9 4
			22	7 10 0
276	Compton, Nether and Over - - N. 12	121 18 4	51	20 7 1
			15	5 7 6
			129	73 7 8
273	Corfe Castle N. 7	- - -	48	17 0 0
273	Corfe Castle B. 4	*295 0 0	50	13 2 3
271	Corfe Mullen, Lockyer's - N. 7	195 0 0	86	26 2 1
277	Corscombe - N. 8	5 5 7	52	25 5 6
271	Cranbourne Ch. 3	- - -	86	51 2 10
			23	8 4 2
271	Critchill Moor - Ch. 3	- - -	67	35 11 10
275	Dorchester, Boys and Girls - N. 6	*80 0 0	283	171 0 10
			73	29 4 2
275	Dorchester, Trinity, Infant - - N. 6	- - -	180	88 0 6
	Dorset, Reformatory.			
271	Edmonsham Ch.	150 0 0		
268	Enmore Green N. 11	- - -	84	53 19 8
271	Farnham - N.	*35 0 0		
	"	20 0 0		
271	Farnham Gypsey - - N. *c*	100 0 0		
269	Fitzhead, Magdalen - Ch. 11	- - -		
268	Fontmell Magna - Ch. 11	- - -	92	28 4 8
275	Fordington, West, Infant 4	- - -	65	35 0 8
271	Gaunts (Wimborne) Juvenile and Infants - - 3	- - -	59	42 10 2
268	Gillingham - N. 11	- - - *d*	121	56 6 0
			110	53 6 6
275	Godmanstone N.	75 0 0		
273	Grange - N.			
277	Halstock - N.	*47 0 0		
	"	30 0 0		
271	Hampreston N. 7	- - -	42	21 14 2
271	Handley - N. 3	- - -	97	56 11 10
269	Haselbury Bryan - Ch. 12	- - -	78	37 12 10
279	Hawkchurch N.	10 0 0		

a School closed. *b* School extinct. *c* This grant has been repaid. *d* For two years.

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	DORSET—*cont.*	£ s. d.		£ s. d.
273	Herston - Ch. 7	134 10 6	71	39 12 2
			27	12 2 6
270	Hilton - N. 3	368 0 0	92	47 10 10
271	Hinton Martell - Ch. 7	- - -	51	29 1 10
			15	5 10 10
269	Hinton, St. Mary - N. 3	70 0 0	37	20 16 0
271	Holt - N. 7	200 0 0	76	42 6 4
277	Hook - Ch.	100 0 0		
270	Houghton - Ch. 10	- - -	40	12 8 8
269	Ibberton - N. *a*	*25 0 0		
263	Iwerne Minster - N. 11	*60 0 0	53	34 18 6
			11	4 9 2
273	Kimeridge N. 7	- - -	63	31 7 4
			61	40 3 6
273	Kingston - N. 7	*40 0 0	23	8 10 10
320	Kington Magna - N. 2	284 0 0	72	41 11 6
272	Kinson Heath Ch. 10	214 0 0	57	23 2 4
274	Langton-Herring - N. 6	- - -	37	13 10 7
			8	2 18 4
273	Langton-Maltravers - N.	76 13 4		
276	Leigh - N. 1	91 10 0	37	20 14 4
278	Loders - Ch. 4	- - -	83	40 7 0
			13	5 2 6
272	Longfleet - N. 7	- - -	102	57 11 2
273	Lulworth, West - Ch. 6	196 0 0	48	22 5 2
269	Lydlinch - N. *b*			
279	Lyme Regis N. 2	24 10 0	173	91 17 0
			24	5 0 10
279	Lyme Regis B. 4	*150 0 0	62	24 9 11
	" " - "	22 16 0		
272	‡Lytchet Matravers N.			
272	Lytchet Minster - N. 7	*43 0 0	62	29 4 2
	" " - "	57 12 0	15	6 5 10
275	Maiden Newton and Frome Vauchurch - N. 8	141 0 0	154	92 7 2
			11	3 12 6
277	Marshwood - N.	57 0 0		
268	Melberry Abbas - N. 11	- - -	32	20 2 0
277	Melplaish - N.	105 0 0		
271	Middlehill - Ch. 7	- - -	49	15 19 10
270	Milborne, St. Andrew's - N. 3	- - -	83	17 15 11
			13	3 4 2
268	Milton - N. 11	- - -	43	17 13 6
270	Milton Abbas N. 3	- - -	116	65 14 2
			13	5 12 6
275	Minterne - N. 1	- - -	34	17 15 10
			12	4 8 4
278	Monkton Wyld - Ch. 4	- - -	42	25 14 10
278	Morecombe Lake - N.	81 0 0		
277	Netherbury - N. 8	- - -	65	30 4 6
268	Orchard, East N. 11	131 10 0	33	16 14 8
274	Osmington - N. 6	*45 0 0	43	17 14 10
	" "	19 1 0	9	3 1 7
272	Parkstone - Ch. 7	- - -	71	37 0 6
275	Piddlehinton N. 6	212 4 0	56	38 17 4

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	DORSET—*cont.*	£ s. d.		£ s. d.
275	Piddletrenthide - N. 6	- - -	60	26 1 6
			58	31 5 2
270	Pimperne - N. 3	- - -	18	6 18 4
272	Poole - N. 7	*150 0 0	327	154 3 2
	" - "	72 15 6		
272	Poole, Boys - B. 4	- - -	105	51 13 4
272	Poole, Girls - B. 4	- - -	72	34 16 10
272	Poole, St. Mary's R. 10	- - -	29	14 13 4
274	Portland, Grove *c*			
274	Portland, Prison Officers' 4	- - -	113	81 2 8
274	Portland, St. George's Parish - Ch. 4	516 0 0	171	101 2 8
274	Portland, St. John's - P. 4	556 0 0	296	174 1 4
274	Portland - W. 4	269 0 0	86	44 17 4
277	Powerstock - N. 8	- - -	97	58 15 8
			34	13 8 4
274	Preston - N. 6	- - -	77	53 6 0
275	Puddletown Ch. 6	- - -	145	94 4 0
			24	8 15 0
278	Puncknoll - N. 4	- - -	62	31 19 2
277	Rampisham N. 8	115 10 8	72	35 0 10
276	Ryme - N.	53 2 6		
268	Shaftesbury N. 11	118 10 0	119	80 0 10
			62	14 17 2
268	Shaftesbury - B. *b*	*100 0 0		
268	Shaftesbury, St. James - N. 11	- - -	107	55 5 8
276	Sherborne - B. 4	- - -	184	80 18 0
276	Sherborne (Horsecastle's Lane) - N. 12	1,307 5 6	245	124 17 2
276	‡Sherborne Literary Institution, Evening.			
276	Sherborne Newlands - N. *d*			
269	Shillingstone Ch. 3	- - -	53	20 4 9
267	Silton - N. 11	- - -		*e*
273	Sitterton - Ch. 7	- - -	42	28 12 6
269	Stalbridge - N. 11	- - -		*e*
270	Stickland - P. 3	- - -	85	42 7 8
275	Stinsford and Bockhampton - N. 6	85 0 0	49	22 12 4
277	Stoke Abbot N. 8	- - -	51	26 4 4
270	Stourpaine - Ch. 3	50 0 0	76	42 15 2
269	Stourton-Caundle - N. 1	- - -	38	18 3 11
			42	22 2 2
268	Stower, East - N. 11	- - -	13	4 2 6
268	Stower Provost and Todbere - N. 11	141 6 8	72	37 19 6
			14	4 16 8
271	Sturminster Marshall - N. 7	- - -	76	25 17 9
			16	3 6 3
269	Sturminster, Newton - N. 3	500 0 0	158	90 2 10
268	Sutton-Waldron - N. 11	- - -	22	9 19 2
273	Swanage - N. 7	16 4 6	133	81 8 8
			25	8 7 6

a School closed. *b* Removed from inspection. *c* United to Portland Prison Officers' school.
d Now amalgamated with Horsecastle's Lane school. *e* Due, but not paid.

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	DORSET—*cont.*	£ s. d.		£ s. d.
273	Swanage - B. 4	- - -	63	44 15 8
278	Swyre - Ch. 4	- - -	64	44 9 6
273	Symondsbury Ch. 4	- - -	76	28 10 7
			22	8 11 8
270	Tarrant Hinton - N. 3	- - -	58	35 3 6
275	Tolpuddle - 6	- - -	37	26 4 0
			78	41 15 8
271	Verwood - N. 3	107 13 6	14	3 15 5
278	Walditch - Ch. 4	196 0 0	24	18 0 0
273	Wareham - N. 7	- - -	169	93 10 6
			47	18 10 10
273	Wareham - B. 4	450 0 0	132	71 15 8
273	Wareham and Purbeck - U.			
274	Weymouth and Melcombe Regis, St. Mary's - Ch. 6	270 0 0	331	191 15 0
			56	21 15 0
274	Weymouth - B. 4	- - -	88	38 18 2
274	Weymouth, St. John's District - Ch. 6	250 0 0	264	154 12 10
274	Weymouth, Holy Trinity N. 6	515 0 0	309	183 10 10
278	Whitchurch Canonicorum N.	131 12 6		
271	Wimborne Minster - N. 7	200 0 0	209	117 14 2
276	Winterbourne Kingston - Ch. 3	- - -	74	39 6 2
270	Winterbourne Whitchurch N.	*30 0 0		
			76	44 17 4
271	Witchampton N. 7	- - -	15	3 2 6
273	Wool - N. 7	- - -	59	29 16 6
274	Wyke Regis - N. 4	- - -	128	79 5 8
			23	5 19 2
	DURHAM.			
542	Auckland, Bishop (Bishop Barrington's) 5			
542	Auckland, Bishop (Edward Walton's) - 10	- - -	191	94 13 6
542	Auckland, Bishop, Girls' Industrial - N. 5	260 0 0	154	66 18 2
542	Auckland, Bishop, St. Helen's - B. 10	- - -	105	37 9 8
542	Auckland, Bishop - - W. 10	583 0 0	165	83 3 6
542	Auckland, West N.	110 0 0		
551	Barlow (Winlaton) - Ch.			
543	Barnard Castle N. 11	275 0 0	236	135 4 11
			63	21 5 2
543	Barnard Castle, St. Mary's - R. 1	- - -	87	41 10 0
543	Barnard Castle, Victoria, Infants - B. 4	*100 0 0	115	53 1 10
543	Barnard Castle W. 4	- - -	173	76 6 4

a School closed.

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	DURHAM—*cont.*	£ s. d.		£ s. d.
545	Belmont - Ch. 2	49 0 0	56	4 8 5
551	Bensham, St. Cuthbert's N. *See* Gateshead, St. Cuthbert's, Lady Vernon's, N.			
551	Bill Quay - Ch. 7	- - -	151	82 5 10
541A	Billingham - Ch.	103 0 0		
548	Birtley - Ch. 5	604 0 0	174	88 11 0
548	†Birtley - R.			
541A	Bishop, Middleham - Ch. 2	- - -	57	28 2 11
541A	Bishopton - N. 2	- - -	46	30 6 6
549	Bishop Wearmouth - Ch. 7	777 6 8	661	273 3 2
549	Bishop Wearmouth, Infts. N. 7	392 10 0		
549	Bishop Wearmouth, Old, Infants - N. *a*	150 0 0		
542	Blackboy Colliery - - 3	- - -	304	173 4 8
545	Blackhill - Ch. 6	- - -	113	46 15 5
545	Blackhill, St. Mary's - R. 2	- - -	259	187 17 1
550	Boldon, Boys 3	138 10 0	78	30 15 10
544	Boltsburn, Boys - - Ch.			
544	Boltsburn, Girls - - Ch.			
542	Bowden Close (Crook) - B. 10	- - -	85	39 18 10
545	Brandon - N. 6	480 0 0	78	38 6 8
545	†Brooms, St. Cuthbert's - R. *b*			
542	Byers Green - N. 2	379 0 0	82	33 6 8
542	Byers Green, Infants - Ch. 2	160 0 0	77	32 13 0
546	Castle Eden, Boys - - N. 6	- - -	33	15 0 0
546	Castle Eden Colliery - N. 3	215 0 0	118	55 17 0
			39	11 0 10
546	Castle Eden, Girls - - N. 6	- - -	50	22 15 8
545	Castleside - Ch. 5	- - -	57	30 10 8
543	Chester-le-Street - N. 3	353 10 0	206	101 5 8
545	Collierley - N. 4	97 0 0	114	64 3 6
540	Coniscliffe - N. 11	79 8 3	61	32 8 2
545	Consett - B. 10	- - -	261	180 8 2
541A	Coopen Bewley N.	149 0 0		
541A	Cornforth - Ch. 11	- - -	168	96 8 8
542	Counden - N. 5	133 0 0	159	63 5 10
542	Crook - - B. 11	519 1 3	471	246 14 4
542	Crook (Pease's West) - B. 10	- - -	241	119 15 10
540	Darlington, Albert - - B. 9	575 0 0	373	188 3 4
540	Darlington, Bank Top Railway - B. 9	540 0 0	203	92 16 2
540	Darlington, Bridge Street B. 9	140 0 0	93	40 10 10

b School sold.

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	DURHAM—*cont.*	£ s. d.		£ s. d.
540	Darlington, Bridge Street W. 9	1,388 0 0	257	121 4 8
540	Darlington, Feetham's - B. *a*			
540	Darlington, Kendrew St., Girls - B. 9	- - -	220	90 4 2
540	Darlington, St. Augustine's - - R. 1	- - -	208	91 14 10
540	Darlington, St. Cuthbert's - N. 10	86 0 0	194	110 10 10
540	Darlington, St. John's - N. 10	903 15. 0	231	126 5 10
540	Darlington, St. Paul's, Infant - N. 10	- - -	148	49 11 11
540	Darlington, Skinnergate Street - B. 9	- - -	115	59 8 0
540	Darlington, Holy Trinity N. 10	426 6 0	257	151 13 2
549	Deptford, St. Andrew's - N. 7	1,049 0 8	261	137 17 10
549	Deptford, The Laing - Ch. 7	- - -	66 41	25 6 4 12 7 6
545	Durham, Blue Coat - - N. 11	- - -	*b*	
545	Durham, Male Practising - 11	835 15 0	78	29 6 8
545	Durham, Diocesan Female, Practising - 11	345 0 0	65	39 5 4
545	Durham, St. Cuthbert's R. 2	- - -	95 41	47 8 4 11 4 2
545	Durham, St. Godric's - R. 2	- - -	213	133 11 5
545	Durham, St. Giles, Infant, Practising - Ch. 11	193 2 6	92	32 1 10
545	Durham, St. Margaret's - P. 11	644 0 0	170	91 3 0
545	Durham, St. Oswald's - N. 11	430 15 0	176	79 17 10
545	Durham - W. 1	- - -	114	74 5 2
541A	Eaglescliffe - N. 2	*40 0 0	103	52 2 8
	" - "	61 10 0	18	4 1 8
546	Easington Charity - P. 4	- - -	57	9 12 0
547	Easington Lane, Colliery - 8	- - -	194 17	95 4 10 5 5 10
544	Eastgate, Barrington - 4	- - -	19	10 17 4
544	Eastgate, Girls 4	- - -	20	11 13 2
543	Egglestone - N. 5	- - -	108	70 10 6
548	Eighton Banks (Barrington) - Ch. 2	- - -	178	97 2 1
542	Escomb - Ch. 6	288 18 0	124	59 0 6
542	Escomb and Witton Park Iron Works N. 6	238 10 0	383	160 1 4
542	Etherley - N. 6	*40 0 0		
	" - "	258 9 2	128	64 8 0
542	Etherley, Infants - - Ch. 6	- - -	64	26 1 0
542	Evenwood - N. 5	153 0 0	83	37 16 6
542	Evenwood - B. 4	- - -	72	15 19 0
551	Felling, Chemical Works - 2	- - -	442	237 11 10
551	Felling, St. John Baptist - - R. 2	- - -	183	118 18 7
541A	Ferry Hill - N. 5	98 0 0	48	24 3 2
542	Firtree - Ch.			
541A	Fishburn (Sedgefield) - - Ch.			
543	Forest of Teesdale - N. 6	*45 0 0	65	43 18 4
543	Forest of Teesdale, Girls - N. *c*	- - -		
545	Framwellgate Moor - N. *d*	50 0 0		
544	Frosterley - W. 11	- - -	75	36 10 10
543	Gainford - N. 12	173 17 6	51	21 7 6
551	Gateshead - N. 10	473 12 6	971 84	459 6 0 20 6 8
551	Gateshead, St. Cuthberts, Lady Vernon's - - N. 11	83 15 0	177	70 1 8
551	Gateshead, Friar's Goose - B. 6	- - -	128	58 18 8
551	Gateshead High Fell - N. 4	- - -	70	6 5 5
551	Gateshead, Infants and Sunday - N.	*140 0 0		
551	Gateshead, Low Fell - N. 2	166 10 0	174	85 4 0
551	‡Gateshead, Our Lady and St. Wilfred's - R.			
551	Gateshead, St. James - Ch. 11	- - -	211	84 7 4
551	Gateshead - R. 2	- - -	414 154	220 5 3 48 3 9
551	Gateshead - W. 6	375 0 0	321	143 9 4
541B	Greatham, Boys N. 2	- - -	30	9 8 3
541B	Greatham, Girls and Infants N. 2	*30 0 0	51	20 10 7
	" "	30 0 0		
551	Greenside - Ch. 3	- - -	92	36 2 10
541A	Grindon - Ch.			
541B	Hartlepool, St. Bega's - R. 1	- - -	127	62 12 2
541B	Hartlepool, St. Hilda's R. 1	- - -	155	68 10 2
541B	‡Hartlepool, Holy Trinity, District Ragged.			
541B	Hartlepool, West Public 6	1,500 0 0	558	182 4 0
541B	Hartlepool, West, St. Joseph's - R. 1	- - -	101	50 9 6
550	Harton - N. 6	209 11 3	63	33 6 4

a Incorporated with Darlington Bridge Street B.S.
c Merged into Forest of Teesdale, N.S.
b Due, but not paid.
d Extinct, or absorbed into St. Margaret's.

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	DURHAM—*cont.*	£ s. d.		£ s. d.
543	Harwood-in-Teesdale - N.			
540	Haughton-le-Skerne - N. 2	94 0 0	101	63 1 4
541A	Haverton Hill, St. John's Ch.	68 12 6		
546	Hawthorn, St. Michael's - Ch. 4	- - -	40	21 11 0
550	Hebburn, Iron Ship Building - - 2	- - -	125	56 9 6
550	Hebburn, New Town - - W. 4	- - -	89	33 3 3
551	Hedgefield, Colliery - Ch. 3	- - -	68	35 16 4
540	Heighington, Endowed - Ch. 6	42 0 0	57	12 15 0
549	Hendon, New Town, St. Paul's - N. 7	- - -	83	43 14 8
549	Hendon, St. Paul's - N. 7	671 0 0	456	193 17 2
547	Herrington, St. Cuthbert's 7	- - -	233	93 19 6
547	Hetton-le-Hole - - N. 6	*110 0 0	15	4 2 6
551	Heworth, near Gateshead - - N. *a*	*58 0 0	270	126 17 4
551	Heworth, St. Alban's (Windy Nook) - N.	*85 0 0	42	15 8 4
	,, ,,	60 0 0		
545	Holmside - N.	72 0 0		
547	Houghton-le-Spring Pit, Infants - 12	- - -	76	29 0 3
547	Houghton-le-Spring, St. Michael's - N. 7	- - -	130	45 14 6
547	Houghton-le-Spring - R. 12	- - -	123	74 14 0
547	Houghton-le-Spring - W. 2	115 8 4	129	71 5 0
544	Hunstanworth P. 6	- - -	77	44 10 8
542	Hunwick - N. 12	179 12 9	12	3 15 0
540	Hurworth - N. 2	70 0 0	123	50 17 9
540	Hurworth - W. 7	- - -	74	29 10 0
549	Hylton, North N.	37 10 0	74	37 4 8
549	Hylton, South N. 7	*110 0 0	12	5 5 0
550	Jarrow - R. 2	- - -	97	48 7 2
550	Jarrow - W. 4	- - -	37	14 4 2
550	Jarrow Bede N.		234	50 10 2
550	Jarrow Ellison Ch. 10	406 15 0	222	126 7 11
550	Lake, Chemical Works - 2	- - -	271	139 7 6
548	Lamesley - N. 7	- - -	86	36 16 8
545	Lanchester - Ch.	86 14 0	12	2 11 8
543	Langleydale N. 6	162 0 0	132	64 11 2
			34	25 10 0

a Removed from inspection.

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	DURHAM—*cont.*	£ s. d.		£ s. d.
545	Leadgate - N. 5	168 10 0	156	50 11 8
545	Leadgate - W. 7	- - -	20	5 11 8
545	Lintz Colliery Company - 3	- - -	95	45 15 0
545	Ludworth - N. 3	120 0 0	96	35 3 0
548	Lumley - N. 3	61 3 4	71	23 19 2
542	Lynesack, St. John's - N. 5	152 10 0	89	31 15 0
542	Lynesack and Softley - B.	*50 0 0	59	22 10 0
542	Merrington N.	204 0 0		
541B	Middleton in West Hartlepool - - N. 11	58 0 0	69	40 6 8
541B	Middleton, in West Hartlepool, St. John's, Infant - N. 11	- - -	13	3 17 6
549	Monkwearmouth, Industrial - Ch. 6	- - -	89	41 5 4
549	Monk Wearmouth - N. 7	250 3 4	110	43 17 7
549	Monkwearmouth, St. Bennet's - R. 2	- - -	115	45 15 4
541A	Mount Pleasant (Ferry Hill) United Pres. 1	- - -	57	10 4 2
545	Muggleswick Ch.	114 9 10	174	75 12 2
547	Newbottle, St. Matthew's N. 7	- - -	137	59 16 10
542	Newfield - N. 2	138 6 8	95	38 7 2
544	Newhouse - B.		74	9 8 0
542	Newton Cap Colliery - 5	- - -	104	51 18 6
541A	Newton, Long N.		87	12 15 10
541A	Norton - N. 2	- - -	116	48 13 4
545	Oxfill (Collierley) Colliery - Ch.		44	21 12 8
545	Page Bank - B. 4	- - -	67	37 17 2
548	Pelton - - N. 4	166 0 0	12	1 10 0
548	Pelton, West Colliery - Ch. 3	- - -	63	29 17 10
547	Pensher Colliery - 1	- - -	126	55 2 10
540	Pierce Bridge Ch. 12	- - -	141	71 0 8
545	Pittington - N. 11	168 2 6	26	8 16 8
541A	Port Clarence 11	- - -	46	25 2 4
547	Rainton, East N. 12	136 7 6	86	43 3 2
547	Rainton, West Ch. 2	252 0 0	153	75 1 10
542	Ramshaw - N. 5	- - -	79	30 13 3
540	Rise Carr (Darlington) Infant - B. 9	- - -	218	91 7 0
542	Roddymoor (Crook) Infants - - B. *a*		26	9 0 0
			37	11 9 1
			50	17 13 10

b Refused under Article 51 5.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	DURHAM—*cont.*	£ s. d.		£ s. d.
549	Ryhope, Village - Ch.			
551	Ryton - Ch. 11	- - -	69	33 4 6
548	Sacriston - N.	60 0 0		
548	Sacriston, St. Bede R. 2	- - -	67	37 15 6
540	Sadberge - Ch. 11	93 0 0		*a*
546	Seaham Cottages, Mixed 3	- - -	52	21 12 0
546	Seaham Harbour - - N. 3	*40 0 0 } 528 0 0 }	342	162 11 4
546	Seaham, New " Earl Vane's Ch. 11	- - -	309	138 18 10
541B	Seaton Carew N. 2	128 5 0	56	27 14 8
548	Seaton Colliery.	*b*		
541A	Sedgefield (Ferry Hill) Ch. 11	- - -	118	38 6 11
			30	17 0 10
545	Shadforth - N. 3	56 10 0	8	2 6 8
545	Sherburn - N. 3	165 10 5	140	66 4 10
545	Sherburn Hill N. 3	120 15 0	88	38 9 6
550	Shields, South Jarrow Chemical Works 2	- - -	750	399 15 6
550	Shields, South, Old Charity N. 11	- - -	378	139 5 5
550	Shields, South, St. Bede's - R. 2	- - -	371	245 6 0
550	Shields, South, St. John's, Saville Street Sess.	400 0 0		
550	Shields, South, St. Mary's, Tyne Docks Ch. 1	486 1 3	210	92 19 0
550	Shields, South, St. Stephen's N. 11	568 5 0	299	138 7 10
550	Shields, South, Holy Trinity N. 11	*200 0 0 } 36 10 0 }	215	117 1 2
550	Shields, South, " Tyne Docks B. *See* Tyne Docks - B. S.			
550	Shields, South, Union - B. 2	*225 0 0 } 280 0 0 }	566	288 16 4
542	Shildon - N. 5	*55 0 0 } 115 0 0 }	105	47 16 0
542	Shildon, New B. 10	256 12 3	176	67 7 1
542	Shildon, Old B. 10	- - -	231	105 5 10
545	Shincliffe - N. 11	297 7 6	192	57 0 3
			17	3 8 6
542	South Church N. 5	273 13 0	139	68 10 10
542	South Church B. 11	- - -	164	103 15 8
549	Southwick - N. 6	*150 0 0 } 179 6 10 }	187	76 11 10
542	Spennymoor N. 3	178 4 0	232	100 11 4
543	Staindrop - N. 2	79 11 6	92	61 18 6
543	Stainton (Barnard Castle) N. 3	- - -	47	32 2 6
541A	Stainton, Gt. N. 3	63 6 8	24	9 5 6
544	Stanhope, Barrington - Ch. 11	252 0 0	183	81 19 7
544	Stanhope, St. John's Chapel - - Ch.			
545	Stanley (Durham) Mixed N. 3	260 5 0	101	50 12 0
545	Stanley (Tanfield), Infants 3	- - -	107	47 8 4
551	Stella, St. Cuthbert's (or Blaydon) - N. 5	564 3 0	232	121 12 4
551	Stella - - R. 12	272 0 0	175	95 4 6
			66	29 11 4
541A	Stockton-on-Tees - - B. 11	100 0 0	262	120 16 8
541A	Stockton-on-Tees, Industrial - N. 10	- - -	187	100 19 8
541A	Stockton-on-Tees, Ragged and Industrial - 10	- - -	151	75 4 4
			74	19 15 0
541A	Stockton-on-Tees, St. Thomas', (Central) - N. 10	303 0 0	179	92 7 6
541A	Stockton-on-Tees, Holy Trinity, Boys N. 10	464 0 0	79	42 6 8
			64	19 8 4
541B	Stranton - N. 11	367 10 0	138	64 19 8
541B	Stranton, New N. 11	- - -	143	71 2 10
			14	3 11 8
549	Sunderland - B. *c*	30 0 0		
549	Sunderland, Gray - - N. 7	*90 0 0 } 1,150 0 0 }	372	138 7 5
			50	14 8 9
549	Sunderland, " King Street W. 2	- - -	249	105 18
549	Sunderland, Nicholson Street - W. 2	- - -	228	92 18
549	Sunderland, St. George's R. 2	- - -	102	71 19
549	Sunderland, St. Mary's - R. 2	- - -	281	147 19
			47	17
549	Sunderland, Trimdon Street - W. 2	- - -	99	38
549	Sunderland, Whitburn Street - W. 2	- - -	218	89 1 6
542	Sunnyside, Crook - B.			
551	Swalwell, Public - 12	- - -	74	34 3 8
545	Tanfield - N. 2	155 7 0	90	53 1 4
545	Tanfield, Infant - - N. 2	- - -	79	34 0 2
546	Thornley - N. 6	75 0 0	58	25 19 0
546	Thornley Colliery - - N.			
546	Thornley, St. Godric's - R.			

a Due, but not paid.
b Extinct. Merged into New Seaham, Earl Vane's School.
c Removed from inspection.

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	DURHAM—*cont.*	£ s. d.		£ s. d.
544	Tow Law - N. 6	407 4 0	168	86 10 4
544	Tow Law - W. 11	405 0 0	200	114 1 2
545	Tudhoe - Ch. 5	264 17 5	88	33 8 0
545	Tudhoe, Iron Works - W. 11	445 16 0	122	57 16 4
541A	Tursdale Colliery - - B. 4	- - -	81	18 3 8
550	Tyne Docks B. 1	653 8 9	299	131 16 9
			34	11 6 8
548	Usworth Colliery - 11	- - -	174	65 10 3
548	Washington P. 6	357 0 0	123	66 4 8
			19	5 12 6
548	Washington, Chemical Works - Ch. 6	- - -	130	61 11 0
			53	11 9 2
548	Washington, St. Joseph's R. 12	- - -	169	85 15 8
548	Washington W. 2	- - -	93	38 9 4
545	Waterhouses (Crook) - B. 11	- - -	89	40 10 10
544	Wearhead - Ch 5	- - -	64	39 8 0
549	Wearmouth Colliery - N. 12	712 10 0	551	411 15 0
544	Westgate Barrington - 4	- - -	88	33 13 9
550	Westoe - P. 5	- - -	123	62 5 2
551	Whickham - P. 11	- - -	111	66 15 2
550	Whitburn - N. 6	396 2 0	80	48 10 6
543	Whorlton - N. 2	- - -	47	34 16 0
545	Willington - N. 5	150 5 0	123	66 0 4
545	Willington Colliery.			
546	Wingate - Ch. 11	- - -	74	41 19 5
551	Winlaton - Ch. 5	- - -	126	58 16 8
			15	5 2 6
543	Winston - Ch. 6	- - -	20	3 12 9
548	Witton Gilbert - - N. 5	35 0 0	86	34 2 10
541	Wolsingham N. 6	250 0 0	40	20 4 0
546	Wolsingham W. 11	- - -	137	79 1 0
541A	Wolviston - N.	*49 0 0		
545	Wreckenton N. 2	232 6 8	53	6 2 7
	ESSEX.			
196	Abridge - N.	52 0 0		
197	Aldborough Hatch - N. 12	- - -	55	27 13 2
205	Aldham - N. 3	30 0 0	33	19 1 4
210	Arkesden - N.	50 0 0		
210	Ashdon - N.	5 0 0		
198	Aveley - N. 6	122 0 0	79	46 14 2
			11	3 17 6
200	Baddow, Great N. 5	*75 0 0	110	65 19 4
			19	8 5 10
200	Baddow, Little N. 5	- - -	62	45 9 8
			24	10 5 0
209	Bardfield, Great - B. 5	- - -	111	63 17 2
197	Barking, Girls - W. 7	- - -	63	22 4 8
197	Barkingside N. 12	181 0 0	159	81 4 6
212	Belchamp, Walter - N.	*35 0 0		
199	ESSEX—*cont.* Benfleet, North N. 10	£ s. d. 121 4 0	39	£ s. d. 13 16 6
			8	3 8 4
201	Benfleet, South N. 10	120 0 0	35	13 1 2
203	Bentley, Great N.	145 0 0		
203	Bentley, Great W. 6	- - -	39	18 14 10
203	Bentley, Little N.	60 0 0		
139	Berden - N. 1	142 0 0	40	20 4 8
199	Billericay - N. 11	114 5 5	85	58 5 6
205	Birch - N. 3	- - -	149	92 15 8
139	Birchanger - N. 1	- - -	44	8 17 9
211	Birdbrook - N. 3	60 0 0	36	10 14 6
208	Bocking - N.	*87 0 0		
	"	36 0 0		
208	Bocking - B. 10	- - -	93	35 4 8
200	Boreham - N. 5	120 0 0	53	36 15 0
199	Bower's Gifford and Pitsea - - N. 10	142 13 4	35	14 12 10
205	Boxted - N. 2	*55 0 0		
208	Braintree - N. 7	433 17 6	113	48 18 10
208	Braintree, Public - B. 10	- - -	190	78 19 8
			37	11 5 10
206	Braxted, Gt. Ch. 5	- - -	34	19 17 0
199	Brentwood, Boys - - N.	*60 0 0		
199	Brentwood, (Girls and Infants) - N. 11	*50 0 0		
	"	191 10 0	125	30 10 0
205	Brightlingsea N.	88 0 0		
205	Brightlingsea W. 3	438 0 0	202	94 10 8
200	Broomfield - B. 3	32 13 4	81	41 18 6
195	Buckhurst Hill, St. John's - N. 10	96 0 0	124	72 16 6
199	Burstead, Little Ch. 11	- - -	33	19 4 10
194	Canning Town, Barking Road W. 10	- - -	138	47 16 4
198	Chadwell, Mixed - N. 7	94 0 0	48	32 13 7
200	Chelmsford - B.	*300 0 0		
200	Chelmsford, Victoria - N. 5	*350 0 0	244	137 3 6
			28	9 19 0
210	Chesterford, Great - N. 2	267 0 0	119	51 10 10
200	Chignall, St. James', and Mashbury - N.	75 0 0	-	-
195	Chigwell Row N. 11	*55 0 0		
	"	70 0 0	33	26 2 8
195	Chigwell Row B. 10	80 0 0	32	11 15 8
199	Childerditch N.	45 0 0		
195	Chingford, (Boys) - N. 7	- - -	30	4 6 0
210	Chrishall - N.			
203	Clacton, Great N.	180 0 0		
210	Clavering - N. 2	65 0 0	65	31 8 0
210	Clavering - B. *a*	116 13 6		
206	Coggeshall - N. 5	*200 0 0	163	88 3 2
	"	184 19 10	22	7 6 8
206	Coggeshall - B.	118 0 0		
204	Colchester, Blue Coat - N. 3	754 0 0	503	293 14 8

a School sold, and 49*l.* 0*s.* 8*d.* repaid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	ESSEX—*cont.*	£ s. d.		£ s. d.
204	Colchester - B. 9	- - -	85	26 16 0
204	Colchester, Magdalen Street Branch - N. 3	- - -	140	77 17 4
204	Colchester, St. Leonard's - N. 2	153 0 0		
204	Colchester, St. Peter's, North Hill - N.	*75 0 0		
	" - "	22 17 4		
207	Colne-Engaine - N. 4	60 0 0	56	38 10 0
			9	2 15 10
207	Colnes, Earls, United - U. 5	- - -	60	30 0 6
			43	28 1 6
205	Copford - N. 3	72 13 4	19	6 12 6
208	Cressing - Ch. 4	- - -	47	27 16 0
208	Cressing - B. 7	- - -	40	15 13 10
197	Dagenham - N.	*60 0 0		
200	Danbury - N. 5	- - -	74	38 8 0
205	Dedham - N. 3	- - -	91	58 2 8
205	Dedham Heath - Ch.	102 0 0		
202	Dengie - N.	84 7 6		
205	Donyland (East) - N. 3	111 10 0	115	57 2 6
199	Downham - Ch. 2	- - -	31	18 7 5
209	Dunmow - B. 5	231 3 0	152	81 1 2
209	Dunmow, Great - Ch. 1	33 0 0	167	102 10 4
200	Easter, Good N.	26 0 0		
209	Easter, High N. 1	100 0 0	111	64 6 4
			36	15 1 8
210	Elmdon - N.	112 10 0		
139	Elsenham - N. *a*			
195	Epping - B. 2	132 0 0	44	18 0 0
195	Epping and Coopersale, Girls' - Ch. *a*			
195	Epping and TheydonGarnon - N. 10	*42 0 0	215	126 5 0
	" - "	1,390 0 0	18	8 0 0
139	Farnham - Ch. *a*			
206	Feering - N. 5	110 0 0	59	25 6 5
			24	5 10 6
208	Finchinfield, Mixed - N. 1	369 0 0	109	64 19 9
205	Fordham - N. 2	- - -	51	29 0 4
194	Forest Gate- N. 7	347 8 4	196	96 6 0
212	Foxearth - 4	- - -	43	20 14 6
			14	5 1 8
3	Frating - N. 3	- - -	33	28 14 0
			7	2 2 6
00	Galleywood - N. 5	- - -	89	45 4 6
198	Grays - - N. *b*			
196	Greenstead, East - - N. 3	- - -	61	40 1 6
201	Hadleigh - Ch. 10	171 0 0	66	35 1 4
			9	3 5 10
197	Hainault Forest - N. 11	102 0 0	86	45 0 10
139	Hallingbury, Little - N.	171 8 7		
207	Halstead - B. 10	345 0 0	199	68 2 11

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	ESSEX—*cont.*	£ s. d.		£ s. d.
207	Halstead, St. Andrew's - N. 4	341 5 0	156	94 8 6
			22	6 15 0
207	Halstead, the Howe - - B. 3	- - -	70	29 18 3
207	Halstead, Lower, Trinity - Ch. 4	130 0 0	48	27 8 9
207	Halstead, Trinity - - N. 4	193 7 0	169	94 10 0
			36	14 3 4
194	Ham, West (Pelly Memorial), Model Ch. 6	969 10 0	305	176 8 3
194	Ham, West, and Stratford, Boys - B. 7	*125 0 0	98	*c*
	" - "	37 6 8		*d*10 0 0
194	Ham, West, and Stratford, Girls and Infants B. 7	265 0 0	229	108 11 6
194	Ham, West, Girls - - 6	- - -	80	41 9 4
200	Hanningfield, West - - N. 5	- - -	49	31 15 0
195	Harlow, Potter Street - N. *a*	*25 0 0		
203	Harwich - N. 3	- - -	127	67 19 2
209	Hatfield, Broad Oak Ch. 1	199 15 0	115	67 6 6
209	Hatfield Heath - Ch. 1	- - -	58	26 19 10
209	Hatfield Heath - B. 4	- - -	70	31 5 4
197	Havering-atte-Bower - N.	*32 0 0		
201	Hawkwell - N.	45 10 0		
207	Hedingham, Sible - - N. 4	180 0 0	89	47 12 0
			26	9 18 4
211	Helion-Bumpstead - - N. 3	132 5 0	67	32 0 2
210	Hempstead - Ch. 2	100 0 0	48	29 13 6
212	Henny, Great and Little - N. 4	106 0 0	43	19 5 0
202	Heybridge Iron Works 7	- - -	86	46 2 4
140	Heydon - N. 5	94 2 0	49	17 18 0
194	Higham Hill B. 9	- - -	47	5 12 9
137	High Beech - N. 10	52 0 0	48	19 7 9
196	High Laver N.	143 15 0		
196	High Ongar Ch.	201 0 0		
200	Highwood - N. 5	178 0 0	55	33 19 0
			11	3 19 2
201	Hockley - N.	60 0 0		
197	Hornchurch N. 12	412 4 0	135	85 0 0
199	Horndon, East N. 11	*52 0 0	94	51 1 1
198	Horndon-on-the-Hill - N.	100 0 0		
194	Hudson Town, Girls and Infants - N. 6	- - -	190	91 1 10
197	Ilford, Great N. *a*			
194	Ilford, Little N. 7	132 3 9	67	38 15 6
200	Ingatestone - P. 7	251 0 0	35	25 0 6
			93	50 2 10
206	Kelvedon - N. 5	*61 0 0	30	11 10 0
206	Kelvedon - B.			

a Removed from inspection. *b* School broken up. *c* Refused under Article 52 *d*. *d* Paid under Article 90[1] (1).

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	ESSEX—*cont.*	£ s. d.		£ s. d.
196	Kelvedon-Hatch - N.			
205	Langham, Parish - B.	61 17 6		
210	Langley - Ch.	175 19 0		
202	Latchingdon N. *a*			
205	Layer-de-la-Hay - - N.	*50 0 0		
201	Leigh - - N. 10	500 0 0	97	72 16 8
			9	2 15 10
			43	23 12 10
200	Leighs, Great N. 4	141 0 0	14	5 16 8
204	Lexden - N. 3	- - -	62	34 9 4
194	Leyton and Ozler, Charity N. 6	- - -	67	28 1 4
			18	5 8 4
209	Lindsell - N.	29 0 0		
210	Littlebury, Endowed - N. 2	- - -	84	38 19 7
195	Loughton - N. 10	14 0 0	69	34 3 6
			30	11 8 4
195	Loughton - B. 5	- - -	59	27 16 8
202	Maldon - N. 4	611 0 0	147	69 15 8
202	Maldon - B. 4	- - -	144	48 0 6
203	Manningtree N. 3	- - -	102	47 16 2
203	Manningtree W. 5	228 0 0	94	57 4 8
207	Maplestead, Great - N. 4	- - -	87	23 0 0
200	Margaretting Ch. 7	- - -	51	26 8 6
205	Marks Tey - N.	136 3 9		
205	Mersea, East N.	156 0 0		
205	Mersea, West N. 3	- - -	66	47 10 6
			14	6 6 3
203	Mistley Norman - - N. 3	- - -	96	22 0 0
200	Moulsham, St John's - N. 5	240 15 0	146	89 9 10
196	Navestock - N. 11	145 6 3	102	40 2 8
210	Newport - N. 2	100 0 0	47	23 2 7
202	Norton, Cold N.	20 0 0		
139	Oakley - N.	*30 0 0		
	" - "	83 0 0		
193	Ockendon, South - N. 7	- - -	69	34 10 10
			24	6 1 8
198	Orsett - - N. 7	177 7 6	168	67 9 6
			23	5 15 6
203	Osyth, St. - N. 3	177 15 0	96	52 6 10
195	Parndon, Great - N. 10	*25 0 0	48	32 2 10
203	Pattiswick - N.	*45 0 0		
205	Peldon - N. 3	- - -	51	26 17 10
			15	5 7 6
194	Plaistow - N. 6	*62 0 0	117	48 9 5
	" -	74 13 4		
194	Plaistow, Hall's Ville - - N. 6	1,133 0 0	281	153 11 4
			15	4 13 2
194	Plaistow, Holy Trinity - Ch. 6	- - -	114	34 17 6
202	Purleigh - P. 4	- - -	75	24 0 3
			8	1 9 9
			98	48 8 4
210	Radwinter - N. 2	360 15 0	24	7 15 0
201	Rayleigh - N. 10	- - -	86	41 5 10
201	Rayleigh - B. 6	- - -	55	24 7 0
210	Rickling - N.	51 11 2		
207	Ridgewell - N. 4	- - -	48	28 1 6

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	ESSEX—*cont.*	£ s. d.		£ s. d.
201	Rochford - B. 7	- - -	72	31 3 10
197	Romford - B. 4	- - -	65	6 12 9
197	Romford, Endowed - N. 12	*150 0 0	241	132 9 10
	" - "	153 12 2		
197	Romford, Noak Hill - N.	96 0 0		
197	Romford, St. Andrew's, Mixed - N. 12	255 11 6	130	65 1 2
			62	37 9 10
			23	7 5 8
200	Roxwell, Boys N. 5	- - -		
200	Roxwell, Girls N. 5	- - -	51	22 11 8
210	Saffron Walden - - B. 5	62 0 0	253	135 18 8
			29	12 0 10
210	Saffron Walden - - N. 2	222 2 3	131	28 5 0
208	Saling, Great N.	42 0 0		
200	Sandon - N. 5	- - -	49	22 5 10
199	Shenfield - Ch. 11	- - -	168	90 11 10
			35	13 4 4
201	Shoebury-ness - - Ch. 10	- - -	117	70 2 10
194	Silvertown - N. 7	- - -	139	73 5 2
201	Southchurch N. 10	170 0 0	20	11 19 10
201	Southend - N. 10	- - -	76	37 8 0
202	Southminster - - N. 4	255 10 0	118	46 1 9
			20	2 2 9
200	Springfield - N. 5	29 17 0	114	82 6 2
200	Springfield, Infant - N. 5	35 0 0	59	31 0 6
207	Stambourne N.	216 0 0		
196	Stanford Rivers - Ch. 11	127 0 0	*b*	
			16	*c* 3 16 8
139	Stanstead - B. 4	*30 0 0	52	14 8 2
139	Stanstead, Mountfitchett - N. 3	140 5 0	176	93 13 10
			26	6 1 8
205	Stanway - N. 3	- - -	60	41 4 5
211	Steeple Bumpstead - N. 3	267 14 6	89	41 9 4
200	Stock and Buttsbury - N.	*90 0 0		
194	Stratford, Ch. Ch. District N. 6	254 10 0	198	106 1 6
194	Stratford, EasternCounties Railway Mech. Institution - - 1	- - -	208	112 8 0
194	Stratford, St. John's - N. 6	*250 0 0	376	213 16 8
	" - "	78 6 8		
194	Stratford, St. Paul's - N.	611 0 0		
203	Tendring - N. 3	60 0 0	65	39 2 10
195	TheydonBois N.	132 0 0		
203	Thorington, Mixed - 3	- - -	70	48 8 11
			17	5 17 11
207	Tilbury - N. 4	120 0 0	24	14 5 6
202	Tillingham - N. 4	233 10 0	123	67 4 8
			24	8 1 8
202	Tollesbury - B. 10	- - -	63	27 14 7
207	Toppesfield - N. 4	426 0 0	86	54 8 6
			14	4 11 8

a Removed from inspection. *b* Due, but not paid. *c* Evening school grant for 1868.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	ESSEX—*cont.*	£ s. d.		£ s. d.
197	Upminster - N. 12	75 0 0	*a*	
194	Victoria Docks, Infant -			
194	Victoria Docks, St. Mark's Ch. 7	749 13 9	504 12	233 14 4 4 3 4
201	Wakering, Great - N.	50 0 0		
137	Waltham Abbey - N. 6	- - -	157 18	63 1 3 6 10 0
137	Waltham Abbey - B. 6	110 0 0	78	39 0 10
200	Waltham, Great - N. 5	279 4 0	103	55 3 4
194	Walthamstow, Marsh St. - B. 4	- - -	60	6 1 4
194	Walthamstow, N. 6	- - -	418	225 7 8
194	Walthamstow, Chapel End, St. John's - N. 6	*50 0 0	78	47 5 6
194	Walthamstow, Wood St. B. 7	- - -	69	28 19 4
194	Wanstead - N. 6	- - -	140	72 6 8
197	Warley, Great, Ch. Ch. - N. 11	172 17 6	112	67 6 4
197	Warley, Great (Lower), Mixed - N. 11	105 0 0	31	22 8 0
203	Weeley - N.	165 0 0		
203	Wethersfield N. 4	145 8 0	118 37	69 15 10 13 9 2
210	Wicken Bonant - N. *b*	*20 0 0		
210	Widdington N. 1	- - -	33	18 10 0
196	Willingale - N.	180 10 0		
196	Willingale Doe - N. 7	*89 0 0	69	16 14 6
206	Witham - N. 5	321 7 4	191 32	123 3 6 10 13 4
206	Witham - B.	*150 0 0		
205	Wivenhoe - N. 3	300 5 0	153	83 7 0
203	Wix - - N. *c*	65 0 0		
203	‡Wix - - W.			
194	Woodford - N. 6	114 0 0	137 19	78 11 4 8 9 2
194	Woodford - B.			
194	Woodford Bridge, Infants - - N. *d*			
194	Woodford Bridge, St. Paul's - Ch. 6	404 0 0	60	40 11 6
200	Woodham Ferrers - N.	106 0 0		
207	Yeldham, Great N. 4	- - -	50	23 3 8
207	Yeldham, Little - N.	183 0 0		
	GLOUCESTER.			
331	Acton Turville Ch. 5	- - -	47	7 19 10
332	Almondsbury N. 4	*80 0 0	90	41 14 6
	" - "	91 3 10		
332	Almondsbury, Patchway - N. 4	227 0 0	48	24 5 4
332	Alvestone - N. 2	*40 0 0	59	23 5 8
340	Ampney-Crucis, Endowed - 6	- - -	80	2 15 0
337	Arlingham, Endowed - N.	91 17 6		
337	Arlingham, Infants - Ch.	100 0 0		
341	‡Arlington - B.			
345	Ashchurch - N. 3	120 4 4	41 10	19 9 0 3 3 4
336	Ashelworth - N. 4	42 0 0	76	37 16 2
338	Avening - N. 1	160 0 0	84 23	27 18 8 7 18 5
334	Awre and Blakeney - N.	115 0 0		
344	Badgworth - N. 5	163 6 6	49	22 1 2
332	Berkeley - Ch. 3	- - -	152	77 5 10
341	Bibury - N. 6	- - -	71 18	38 4 6 5 18 4
343	Bishop's Cleeve - N. 2	135 0 0	73 7	41 4 2 1 17 6
338	Bisley, Boys N. *d*			
327	‡Bitton - N.			
334	Blaisdon - N.	69 0 0		
334	Blakeney - B.	- - -	65	39 16 6
406	Bourton-on-the-Hill - N. 2	- - -	44	13 3 9
342	Bourton-on-the-Water - N.	152 0 0		
342	Bourton-on-the-Water - B. 2	- - -	56	31 18 8
577	Bream - - N. 5	233 15 3	132 9	54 5 8 1 17 6
576	Briavel's, St. P. 7	- - -	55	23 17 6
340	Brimpsfield - N.	37 0 0		
338	Brimscombe N. 11	- - -	118	53 10 2
330	Bristol, Anvil Street - B. 3	- - -	237	110 13 3
329	Bristol, Back Fields - W. 3	1,526 0 0	391	217 12 6
330	Bristol, Baptist Mills - W. 3	- - -	145	71 8 *0*
329	Bristol, Counterslip - - B. 3	- - -	111	69 5 10
329	Bristol, Dighton Street - R. 4	- - -	212 31	65 9 11 10 15 10
329	Bristol, Diocesan Trade.			
330	Bristol, Emmanuel - Ch. 8	435 0 0	312 84	136 10 8 25 *16* 8
330	Bristol, Hannah More's N. 11	246 1 8	417 168	174 10 3 51 11 8
330	Bristol, Highbury - B. 3	- - -	64 8	37 12 10 3 5 0
329	Bristol, Incorporation Poor School.			
329	Bristol, Industrial Training and Reformatory.			
329	Bristol, Lewin's Mead - - B. 3	350 0 0	228	125 12 8

a Due, but not paid. *b* School pulled down and *si.* repaid. *c* School temporarily closed.
d Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
329	Bristol, Maudlin Lane, Moravian - 3	- - -	140	37 0 2
			9	1 15 10
329	Bristol, Meadow Street, Infants - B. *a*			
329	Bristol, Park Row, Indus.			
329	Bristol, Pennywell Lane, Indus. Ragged.			
330	Bristol, Red Cross Street B. 8	280 16 8	672	408 9 2
			49	17 19 2
329	Bristol, Red Lodge Reformatory.			
329	Bristol, Rosemary Street, B. 3	- - -	224	120 17 2
329	Bristol, Russell Town - B.	510 12 6		
330	Bristol, Montpelier, St. Andrew's - N. 8	158 6 8	52	23 10 10
329	Bristol, St. Augustine's N. 11	321 5 4	*b*	
329	Bristol, St. Clement's - Ch. 11	529 4 0	175	70 8 4
329	Bristol, St. George's, Brandon Hill - N. 11	- - -	246	113 11 0
330	‡Bristol, St. George's Ragged. *a*			
329	Bristol, St. James', Back Ragged - 3	- - -	166	74 18 10
			27	16 7 6
329	Bristol, St. James', Infants - Ch. 8	- - -	100	46 16 0
329	Bristol, St. James' and St. Paul's Benevolent Society's - N. 11	200 0 0	186	64 12 0
			177	63 14 2
329	‡Bristol, St. James', Church Steps, Ragged.			
329	Bristol, St. John the Baptist's P. 8	300 0 0	100	64 12 8
329	Bristol, St. Joseph's - R. *a*			
330	Bristol, St. Jude's - N. 8	948 4 0	99	38 17 11
			75	19 10 10
330	Bristol, St. Luke's, Barton Hill - Ch. 11	- - -		*b*
329	Bristol, St. Mary's on the Quay - R. 4	- - -	175	81 8 9
			44	14 6 8
329	Bristol, St. Matthias' on the Weir - N. 8	723 0 0	103	38 8 4
329	Bristol, St. Michael's - N. 8	40 0 0		*b*
329	Bristol, St. Nicholas' and St. Leonard's N. 8	1,150 0 0	137	*c*
330	Bristol, St. Nicholas, (Tolentine) (Pennywell Road) - R. 4	- - -	197	100 0 2
329	Bristol, St. Paul's - P. 11	- - -	217	107 13 4
			25	7 17 6
329	Bristol, St. Peter's - N. 8	184 0 0	146	91 9 4
330	Bristol, St. Philip's, Bread Street, Ragged.			
329	Bristol, St. Philip and St. Jacob Ch. 11	1,070 12 6		*b*
329	Bristol, St. Silas - N. 11	191 0 0		*b*
330	Bristol, St. Simon's - N. 11	90 0 0	80	55 16 0
330	‡Bristol, Trinity, St. Philip's Ragged.			
342	Broadwell, St. Paul's - Ch. 1	85 11 6		
336	Brockworth N.	*30 0 0		
338	Bussage - N.	53 0 0		
338	Cainscross - N. 4	*55 0 0	159	79 8 2
	" - "	323 8 0		
333	Cam, " Upper, " Boys - - N.	*192 0 0		
333	Cambridge - W. 1	- - -	54	38 18 8
406	Campden (Chipping) - N. 2	*56 0 0	177	76 2 0
	" - "	21 8 0	48	13 15 10
340	Cerney, North N. 6	155 9 7	69	37 2 10
340	Cerney, South N. 6	- - -	80	27 13 5
			20	6 11 8
338	Chalford - N. 1	248 15 2	127	67 9 8
338	Chalford - B. 1	- - -	78	42 19 2
344	Charlton King's, Boys - - Ch. 3	*60 0 0	63	38 10 8
	" " "	15 10 8		
344	Charlton King's, Girls - - Ch. 3	- - -	130	54 0 2
344	Charlton King's (Cotham Fields) Ch. 3	- - -	36	16 4 6
162	Chastleton, Hitchman's District - 2	- - -	76	34 15 0
			17	5 14 2
344	Cheltenham, All Saints, Infs. Ch. 10	- - -	77	24 16 0
344	Cheltenham B. 2	*125 0 0	482	309 2 6
	" - "	1,408 16 8		
344	Cheltenham, Baker Street B. 2	- - -	196	106 18 6
			16	3 15 0
344	Cheltenham, Great Norwood St. - W. 2	83 0 0	86	60 6 8
344	Cheltenham, Boys Model Ch. *d*			
344	Cheltenham, Ch. Ch. - N. 10	- - -	211	79 16 0
344	Cheltenham, Ch. Ch., Infants - - N. 10	- - -		*b*

a School closed. *b* Due, but not paid. *c* Refused under Articles 52 *d* and 51 *b*.
d Merged into Cheltenham, St. Paul's, B. and G. Practising.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
344	Cheltenham, Highbury - B. 2	1,250 0 0	116	45 14 10
344	Cheltenham, Naunton, Infants - N. 10	141 10 0	110	50 12 4
344	Cheltenham, Parish Ch., Boys - N. 10	180 0 0	230	126 0 0
344	Cheltenham, Parish Ch., Girls - 10	1,272 0 0	400	186 0 10
344	Cheltenham, Ragged Industrial - 2	203 3 9	146	75 0 6
344	Cheltenham, St. Gregory the Great - R. 6	336 1 0	105	47 6 2
344	Cheltenham, St. James' - N. 10	- - -	214	108 1 6
344	Cheltenham, St. John's - N. 10	322 12 6	286	158 13 0
			25	9 7 6
344	Cheltenham, Bath Road N. 10	- - -	175	84 13 2
			55	17 5 10
				*a*20 0 0
344	Cheltenham, St. Paul's, Boys and Girls Practising - 10	742 0 0	196	104 1 10
344	Cheltenham, St. Paul's, Infants - N. 10	314 0 0		*b*
344	Cheltenham, Holy Trinity, Boys and Girls - - N. 10	- - -	210	120 8 2
344	Cheltenham, Holy Trinity, Infants N. 10	- - -	93	43 12 10
339	Childs Wickham - - N. 2	143 15 0	50	19 0 5
333	Chipping - N.	*110 0 0		
334	Churcham and Bulley N. 6	358 0 0	55	27 0 6
334	Cinderford - B. 2	- - -	170	76 6 6
334	Cinderford, St. John's - N. 6	131 13 4	142	59 12 0
340	Cirencester - B. 1	- - -	68	38 5 2
340	Cirencester, Girls - - B. 1	- - -	74	40 17 8
340	Cirencester, Endowed - Ch. 6	- - -	408	*c*
			—	*d*5 0 0
			43	20 8 8
577	Clearwell - N. 5	243 5 0	19	5 5 10
330	Clifton - - N. 11	*400 0 0	345	198 4 2
	„ - - „	126 17 0 *e*	359	163 5 0
330	Clifton, Berkeley Place, Infants - N. 9	189 15 0	131	45 11 0
330	Clifton, Belle-vue, Girls - 9	- - -	59	28 14 8
330	Clifton - - B. 3	*150 0 0	183	91 11 2
330	Clifton, Ch. Ch. - - N. 9	- - -	230	117 13 6
			48	17 9 2
330	Clifton, Ch. of the Apostles R. *f*			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
330	Clifton, Hotwells (The Dowry) - N. 9	- - -	210	55 6 0
330	Clifton - U.			
333	Coaley - N. 2	- - -	51	23 6 4
340	Coates - - N.	89 0 0		
344	Coberley - Ch. 5	278 8 6	39	19 13 6
			10	2 18 4
577	Coleford - N. 5	*150 0 0	75	33 18 2
577	Coleford - B. 2	- - -	111	66 14 4
340	Colesborne, Village - Ch. 6	- - -	24	2 17 7
341	Coln, St. Aldwyn - - N.	241 0 0		
162	Compton, Little - P. 3	163 6 6	12	6 13 6
			15	4 12 6
335	Corse - - N.	70 0 0		
338	Cranham - N.	35 0 0		
332	Cromhall (Industrial) - N. 2	- - -	54	26 3 8
332	Cromhall, Middle - *g*			
577	Dean Forest (Berry Hill) Ch. Ch. - N. 6	265 3 4	79	36 1 4
577	Dean Forest, Ch. Ch. Jubilee - - N. 6	187 0 0	92	41 11 6
			11	3 4 2
334	Dean Forest, St. Paul's Old-croft, and Slade, "Middle" - N.	177 5 0		
577	Dean Forest, St. Paul's, Park End - N. 6	155 0 0	62	24 8 8
334	Dean Forest, Holy Trinity, Drybrook (Mitcheldean) - N. 6	150 0 0	179	89 7 4
334	Dean Forest, Holy Trinity N. *f*	80 0 0		
334	Dean Forest, Viney Hill, and Blakeney (Blakeney, Woodside, Infants) - Ch.	142 10 0		
334	Dean Forest (Woodside), Holy Trinity - - Ch.			
334	Dean, Little N.	200 0 0		
345	Deerhurst - N. 3	255 0 0	33	15 3 9
341	Dowdeswell Ch.			
338	Downend - N. 5	*150 0 0	162	84 5 6
	„ - - „	42 10 0	16	4 10 0
336	Down Hatherley - N. 5	- - -	45	31 12 0
343	Dumbleton - N. 3	- - -	90	56 19 6
340	Duntisbourne, Abbot's - N.	35 0 0		
330	Durdham-Down, St. John's - N. 9	545 0 0	168	70 16 8

a Retiring pension. *b* Due, but not paid. *c* Refused under Article 52 *d*. *d* Paid under Article 90[1] (2).
e For two years. *f* School closed. *g* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
333	Dursley - N. 2	*200 0 0	99	65 7 0
	"	91 15 6	47	16 0 2
333	Dursley - W. 1	- - -	101	66 15 0
337	Eastington - N. 1	495 0 0	81	50 9 10
			75	17 5 10
337	Eastington - W. 1	- - -	43	21 10 0
341	Eastleach (Martin and Eastleach Turville) - Ch. 6	188 12 6	116	31 16 7
			13	4 0 10
330	Easton, Lower, St. Mark's - N.	39 9 0		
338	Ebley - - B.	467 0 0		
577	English Bicknor - - N. 6	*79 0 0	65	31 17 4
340	Fairford, Endowed - N. 3	86 10 0	148	*a*
340	Fairford, Infants - Ch. 6	- - -	72	25 12 6
332	Falfield, Lady Jenkinson's N. 4	- - -	60	32 14 8
			7	2 7 7
345	Forthampton N. 3	- - -	79	32 15 0
			9	1 2 6
337	Framilode - N. 5	158 15 9	50	29 8 6
337	Framilode - B. 1	- - -	82	55 17 0
331	Frampton Cotterell - N. 4	380 0 0	123	67 12 4
			29	10 10 10
331	Frampton Cotterell - B. 3	189 0 0	106	50 5 10
			18	7 15 0
337	Frampton-on-Severn - N. 5	89 0 0	96	57 4 2
			11	4 9 2
330	Frenchay - N. 4	- - -	59	28 17 4
			8	3 15 0
337	Fretherne - N.	*33 0 0		
330	George's, St. N. 8	287 0 0	254	120 0 8
			60	a 7 10 0
330	George's, St., Infants - N.	130 0 0		
330	George's, St. B. 3	- - -	109	49 13 10
336	Gloucester - N. 9	- - -	106	38 8 0
336	Gloucester - B. 2	515 9 10	432	226 0 2
330	Gloucester, Bristol, and Oxford Diocesan Practising - 1	- - -	137	54 14 10
336	Gloucester, Ch. Ch. - N. 9	- - -	82	35 16 2
336	Gloucester (Deacon St.), Boys -	70 0 0		
336	Gloucester - R. 7	- - -	74	44 10 6
336	Gloucester, St. Catherine's - N. 9	*100 0 0	92	42 11 2
336	Gloucester, St. James' - N. 9	505 0 0	299	129 17 10
336	Gloucester, St. John's - N.	125 5 9		
336	Gloucester, St. Luke's - N. 9	- - -	173	67 14 4
			71	20 16 5
336	Gloucester, St. Mark's (Kingsholme) Girls - - N. 9	109 0 0	137	52 19 5
336	Gloucester, St. Mary-de-Lode - N. 9	- - -	102	42 3 7
336	Gloucester, St. Michael's N. 9	230 0 0	124	43 19 9
336	Gloucester, St. Nicholas' N. 9	- - -	75	31 8 8
336	Gloucester - W. 2	- - -	225	117 8 4
343	Gretton - N. 5	- - -	41	19 0 2
335	Hatfield (Dymock) - N. 3	- - -	57	31 10 10
327	Hanham - N. 10	*100 0 0	221	112 7 10
	"	203 13 0		
327	Hanham - W. 12	- - -	158	5 7 8
337	Hardwick, Reformatory.			
337	Hardwicke - P. 3	- - -	57	34 12 7
340	Hatherop Memorial - Ch. 6	- - -	33	11 12 1
331	Hawkesbury N. 11	179 11 4	42	15 9 2
334	‡Hawthorne Ch. *b*			
336	Highnam - N. 1	- - -	38	20 17 4
330	Horfield - N.	*41 0 0		
	"	57 4 1		
330	Horfield, Edmond's Trust, Boys Ch. 8	178 0 0	71	41 15 10
330	Horfield, United, Methodist - F.C. 3	- - -	76	25 18 8
338	Horsley - Ch. 3	30 0 0	94	*a*
338	Horsley - W. 1	- - -	43	18 4 4
331	Horton - Ch. 11	270 0 0	51	23 9 6
336	Hucclecote - N. *c*			
334	Huntley - Ch. 6	- - -	74	32 8 10
345	Kemerton - N. 3	60 0 0	48	24 5 4
			8	2 18 4
345	Kemerton, St. Benet's R. 6	52 10 0	25	4 2 6
330	Kingsdown, St. Matthew's - N. 8	401 5 0	228	88 19 0
338	Kings Stanley - - N. 11	- - -	127	61 1 2
			40	10 1 8
338	Kings Stanley - - B. 1	- - -	66	32 14 10
333	Kingswood - N. *c*	*75 0 0		
333	Kingswood Reformatory.			
327	Kingswood - W. 1	- - -	287	117 16 10
327	Kingswood Hill - - B. 1	- - -	170	89 12 8
			14	4 8 4
333	Kingswood (Wotton-under-Edge) - B. 2	- - -	55	33 7 4
122	Lechlade - N.	*60 0 0		
344	Leckhampton - - N. 2	216 10 0	84	46 11 8
344	Leckhampton, St. Philip's - N. 2	- - -	223	115 7 4
345	Leigh - - N. 5	162 0 0	22	8 11 9
342	Longborough Ch. 12	- - -	89	44 9 0
337	Longney - N. 5	137 15 1	38	20 6 10

a Refused under Article 52 *d*. *b* School pulled down. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
577	Lydbrook - Ch. 6	77 4 0	89	38 18 8
576	Lydney - Ch. 5	350 15 0	209	98 7 0
			12	3 10 0
336	Maisemore - N. 1	168 0 0	53	22 6 8
404	Marston Sicca N.	113 0 0		
334	Michaeldean, Free - N.			
338	Minchinhampton - B.			
338	Minchinhampton - P. 8	- - -	151	83 9 4
			47	14 17 6
334	Minsterworth N. 11	- - -	41	17 8 10
338	Miserden - N.	35 0 0		
330	Moorfields (Bristol) - N. 11	- - -	143	51 14 2
406	Moreton-in-the-Marsh Ch. 2	- - -	183	5 6 11
406	Moreton-in-the-Marsh - B. 12	- - -	85	42 8 7
338	Nailsworth - N.	250 0 0		
338	Nailsworth - B. 1	*100 0 0	99	50 12 6
342	Naunton - Ch. 2	- - -	34	16 0 8
335	Newent - N. 4	368 0 0	175	103 3 11
			87	12 0 10
577	Newland - N. 5	77 17 0	57	25 8 2
334	Newnham - N. 6	*50 0 0	111	57 18 4
			21	7 5 10
334	Newnham - B. 2	- - -	55	26 10 8
341	Northleach - N. 6	- - -	71	22 3 4
			13	5 2 6
333	Nympsfield Ch. 12	- - -	44	28 8 0
			13	5 5 10
338	Oakridge - P. 4	- - -	79	41 11 2
			24	9 13 4
342	Oddington - N. 2	147 11 6	63	42 6 4
332	Oldbury-on-Severn - N. 4	170 8 0	82	49 8 0
			11	3 17 6
327	Oldland - N. 10	*100 0 0	141	55 0 6
	" - "	134 3 4		
327	Oldland Common - B.			
332	Olveston and Elbarton - N. 1	*75 0 0	157	90 11 4
332	Olveston, Infant - N.	130 0 0		
338	Painswick and Rhyl United - N. and Industrial 1	503 9 11	187	100 0 10
338	Painswick, The Slad - N. 3	*53 0 0	31	3 7 6
335	Paunley - N. 4	- - -	40	31 6 0
344	Prestbury - N. 2	*50 0 0	78	33 4 2
	" - "	75 12 0		
331	Pucklechurch N. 5	60 0 0		
336	Quedgeley - N. 4	- - -	59	27 0 8
338	Randwick - N. 2	163 0 0	89	22 15 3
577	Redbrook - Ch.			
340	Rendcomb Village - - 6	- - -	23	13 1 0
342	Risington, Great - N.	41 0 0		
342	Risington, Little - N.	50 0 0		
338	Rodborough, King's Court B. 1	*70 0 0		

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
336	Sandhurst - N.	100 0 0		
338	Selsley Ch. 11	- - -	83	41 0 10
			23	6 2 6
341	Sevenhampton - - N. *a*			
341	Sherborne, Lord Sherborne's - 9	- - -	83	42 3 2
			6	2 5 0
339	Shipton Moyne N. 3	60 0 0	48	20 19 8
330	Shirehampton N. 5	87 8 8	95	61 4 10
340	Siddington - N. 6	- - -	45	21 9 8
327	Siston - N. 1	*75 0 0		
331	Sodbury, Chipping - N. 11	125 0 0	84	41 9 6
			22	6 1 8
331	Sodbury, Old N. 11	*50 0 0	57	34 11 6
341	Southrop Ch. 6	- - -	61	32 6 10
337	Standish - N. 5	- - -	29	15 19 2
338	Stanley, St. Leonard's - N. 11	- - *b*	66	26 18 8
			72	30 5 10
343	Stanton - N.	204 8 0		
343	Stanway Ch. 5	- - -	28	13 14 0
330	Stapleton, Dr. Bell's - N. 5	243 15 0		*c*
330	Stoke, Bishop, Girls - N. 4	- - -	43	22 4 0
345	Stoke, Orchard N.	45 0 0		
342	Stow-on-the-Wold (Endowed) - N. 2	215 0 0	137	67 16 6
340	Stratton Ch.	202 0 0		
338	Stroud - N. 2	*100 0 0	223	119 14 8
	" - "	437 0 0	125	35 9 2
338	Stroud - B. 1	*150 0 0	183	102 7 0
	"	43 10 0	11	3 14 2
342	Swell, Lower N. 12	- - -	46	21 9 2
335	Taynton - P. 4	- - -	34	14 9 2
339	Tetbury - N. 2	*145 0 0	382	110 9 6
	" - "	196 13 4		
345	Tewkesbury N. 7	306 0 0	232	95 19 6
345	Tewkesbury B. 2	83 12 10	53	26 3 4
345	Tewkesbury, Trinity - N.			
332	Thornbury - N. and Industrial 4	*130 0 0	102	45 14 4
	" - "	355 12 6		
338	Thrupp - N. 2	- - -	69	32 0 8
			16	5 1 8
335	Tibberton - B. 2	- - -	60	39 5 6
576	Tidenham - N. 6	*d*60 0 0	42	19 18 2
345	Tirley - N.	35 0 0		
331	Tormarton - N. 5	71 0 0	40	19 9 8
			16	5 18 4
332	Tortworth - B. 2	- - -	86	48 19 2
			13	4 14 2
576	Tutshill - N.			
336	Twigworth (St. Matthew's) - N. 5	13 0 0	63	28 1 8
			12	3 18 4
345	Twining - N. 3	64 0 0	38	45 1 2
330	Two Mile Hill, St. Michael's N. 8	36 7 6	69	15 1 10
330	Two Mile Hill, St. Michael's, Crews Hole Ch. 8	146 16 8	69	13 18 1

a Removed from inspection. *b* For two years. *c* Not inspected. *d* This grant has been repaid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
333	Uley - - N. 12	184 0 0	76	29 19 5
			16	5 1 8
335	Upleadon Mixed - N. 4	- - -	25	11 0 4
336	Upton, St. Leonard's - N. 1	- - -	105	43 9 10
334	Walmore Hill W. 2	- - -	73	33 16 5
			23	7 2 1
327	Warmley - N. 10	- - -	75	26 17 6
340	Watermoor, Trinity - N. 6	377 4 0	94	45 15 0
334	Westbury-on-Severn - N. 6	80 0 0	92	45 8 8
			18	5 16 8
330	Westbury-on-Trym, Edmund's Foundation 4	- - -	55	*a*
330	Westbury-on-Trym, Girls N. 4	171 6 8	41	15 6 0
330	Westbury-on-Trym, Infts. N. 4	8 10 0	42	22 16 0
331	Westerleigh N. 4	122 12 2	24	9 1 6
339	Weston Sub-Edge - - N.			
338	Whiteshill - N. 2	518 9 0	81	43 13 4
337	Whitminster (or Wheatenhurst) Endowed - Ch. 5	116 10 0	43	1 0 10
331	Wickwar Ch. 2	- - -	62	34 9 6
343	Winchcombe N. 5	- - -	203	82 12 9
340	Winstone - N.	*26 0 0		
330	Winterbourne N. 4	193 2 6	40	19 15 8
330	Winterbourne Down, All Saints - N. 4	- - -	57	24 6 6
			16	5 6 8
341	Withington N. 2	273 0 0	38	20 13 8
576	Woolastone Ch. 6	197 7 6		
333	Wotton-under-Edge - N. 12	- - -	79	35 19 6
333	Wotton-under-Edge - B. 2	15 0 0	216	125 17 6
			19	6 17 6
331	Yate - - N. 11	105 0 0	79	39 3 0
			25	8 15 10
	HAMPSHIRE.			
118	Abbot's Ann 7	- - -	106	76 12 0
			49	3 14 2
40	Aldershot - N. 4	387 0 0	141	85 0 4
			10	4 8 4
40	Aldershot, North Town - Ch. 4	- - -	90	18 17 9
40	Aldershot (Town) - R.			
113	Alresford - B. 5	19 0 0	34	15 9 11
113	Alresford, New N. 3	*80 0 0	99	48 1 0
113	Alresford, Old N. 3	- - -	79	45 16 6
113	†Alresford, Royal Patriotic Asylum - - *b*			
113	Alresford, The Grange N. 3	- - -	47	23 0 8
114	Alton - - N. 1	289 10 4	251	130 7 11
114	Alton, Boys - B. 5	- - -	62	42 8 10
			32	11 8 4
114	Alton, Girls - B. 5	- - -	123	54 18 10
			235	107 7 0
97	Alverstoke - N. 2	279 12 6	15	3 15 10
97	Alverstoke, New Town, Infts. N. 2	264 12 0	80	36 18 10
			30	6 15 5
109	Ampfield - N. 6	- - -	53	36 19 2
118	Andover - N. 7	910 0 0	151	37 15 7
118	Andover - B. 5	*170 0 0		
	" " - "	61 15 0	210	114 3 0
99	Arreton, (I. of W.) - N. 10	- - -	47	17 15 0
100	Baddesley, South - Ch. 2	- - -	40	20 9 8
116	Basing - N. 12	- - -	109	44 16 11
116	Basingstoke N. 12	- - -	180	62 17 10
			42	12 10 0
116	Basingstoke B. 5	- - -	151	92 5 8
116	Basingstoke U.			
119	Baughurst - N. 1	75 0 0	58	27 2 8
104	Beechwood - N. 11	- - -	44	22 2 2
104	Beechwood - B.			
95	Bedhampton N. 7	- - -	*c*	
114	Bentley - N. 1	100 0 0	94	44 19 6
113	Bighton - N. 3	- - -	35	18 1 0
			12	3 0 0
99	Binstead (I. of W.) - N. 4	198 17 6	59	33 15 6
109	Bishopstoke N. 7	108 0 0	37	43 13 4
106	Bitterne - N. 11	414 0 0	*c*	
106	Bitterne, Infants - Ch. 11	- - -	66	33 12 2
111	Blendworth N.	8 18 0		
100	Boldre, East N.	72 0 0		
106	Botley - - N. 3	262 0 0	74	48 11 0
			15	4 9 2
106	Botley, Hedge End - - N. 3	134 15 0	55	30 7 8
			8	2 6 8
117	Bourne, St. Mary's - N. 7	483 0 0	101	40 5 6
101	Bournemouth N. 4	- - -	70	24 11 10
101	Bournemouth B. 5	- - -	78	48 3 8
101	Bournemouth, Infant - Ch.			
99	Brading (I. of W.) - - N.	136 0 0		
116	Brading (I. of W.) - B. 5	291 0 0	92	46 17 4
104	Bramley - P. 12	- - -	53	16 1 11
104	Bramshaw, Fritham - Ch.	37 10 0		
104	Bramshaw, Boys - - N. 12	- - -	18	8 10 8
	Bramshaw, G. and I. - N. 12	- - -	60	20 1 8
101	Bransgore - N.	50 0 0		
103	Breamore Ch. *b*			
99	Brixton (Isle of Wight) - N. 10	*80 0 0		
	" " - "	47 7 0	73	14 4 7
109	Brockenhurst N. 4	387 12 0	69	22 10 2
			32	10 8 4
108	Broughton - N.	*20 0 0		
108	Broughton-cum-Bossington N. 7	- - -	73	25 11 6
113	Brown, Candover - N. 3	- - -	49	23 17 10

a Refused under Article 52 *d*. *b* Removed from inspection. *c* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	HANTS—*cont.*	£ s. d.		£ s. d.
119	Burghclere - Ch. 7	- - -	56	27 0 10
			13	3 2 6
112	Buriton - N. 1	- - -	28	18 12 6
102	Burley - N. *a*	45 0 0		
102	Burley-Ville Ch. 4	228 0 0	71	47 13 4
106	Bursledon - N. 3	*48 0 0	86	46 13 6
99	Calbourne (Isle of Wight) - N. 10	*60 0 0	45	30 18 6
	" " "	55 10 0		
99	Carisbrooke N. 10	72 1 0	74	52 7 0
111	Catherington N. 1	80 0 0	45	25 15 0
114	Chawton - N. 1	- - -	50	24 13 4
118	Chilbolton - N.	35 0 0		
99	Chillerton - N. 10	- - -	47	35 5 0
101	Christ Church N. 4	405 0 0	229	138 13 8
101	Christ Church U.			
115	Church Crookham - - N. 3	176 13 0	79	39 11 6
116	Church Oakley N. 12	- - -	63	25 8 10
			17	4 4 2
109	Colden Common - - N. 7	97 0 0	52	30 15 0
112	Colmer and Pryor's Dean N. 1	56 5 0	17	8 19 8
109	Compton - N.	20 0 0		
99	Cowes, East (I. of W.) - N. 10	*75 0 0	238	123 3 6
	" " "	594 0 0	16	4 8 4
99	Cowes, West (I. of W.) - N. 10	617 0 0	354	194 14 10
			30	10 3 4
99	Cowes, West B.	*80 0 0		
109	Crawley - P. 6	26 0 0	50	25 1 4
115	Crondall - N. 3	*52 0 0	118	56 16 0
119	Crux Easton N.	60 0 0		
110	Curdridge - N. 3	*30 0 0	50	28 18 2
107	Dean, East - N. 12	107 0 0	42	31 10 0
			37	24 10 6
104	Dibden - N. 11	- - *b*	45	23 11 4
110	Droxford - N. 4	- - -	41	17 14 4
116	Dummer - N.	20 0 0		
110	Durley - N. 4	- - -	34	14 5 0
109	Easton - N.			
104	Eling, North N 11	125 0 0	129	74 4 4
			32	11 4 4
104	Eling (Rumbridge Street) N. 11	145 0 0	*c*	
97	Elson - - N. 2	234 16 0	110	70 3 0
115	Elvetham (Lord Calthorpe's).			
104	Emery Down N.	96 0 0		
112	Empshott - N.	31 10 0		
104	‡Exbury - N.			
109	Fair Oak - N. 6	- - -	77	44 9 6
98	Fareham - N. 2	5 18 0	235	128 8 0
98	Fareham - B. *d*	*80 0 0		
98	Fareham (Crocker Hill) - N. *a*	61 0 0		
98	Fareham, Funtley Branch - N.			
98	Fareham, Infants - - N. 2	100 0 0	76	34 7 6

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	HANTS—*cont.*	£ s. d.		£ s. d.
114	Faringdon - N. 1	- - -	73	33 3 0
41	Farnborough Ch. 4	131 5 2	91	52 4 8
104	Fawley - N. 11	- - -	87	54 1 0
115	Fleet - - Ch. 3	- - -	28	11 16 0
103	Fordingbridge N. 4	*115 0 0	90	42 5 10
103	Fordingbridge B. 5	- - -	110	63 7 6
96	Fratton - N. *a*	*62 10 0		
106	Freemantle Ch. 11	740 0 0	248	134 14 2
99	Freshwater - N. 10	180 0 0	122	39 0 0
99	Godshill (I. of W.) - P. 4	- - -	72	37 1 4
97	Gosport (Preparatory) - N. *e*			
97	Gosport, Royal B. 5	- - -	73	25 10 2
97	Gosport, St. Matthew's N. 2	400 0 0	376	181 3 10
97	Gosport, Holy Trinity - Ch. 2	47 10 0	167	99 19 4
118	Grateley - Ch.	40 0 0		
110	Hambledon N. 4	226 0 0	101	57 14 6
106	Hamble-le-Rice N.	53 0 0		
	Hampshire Reformatory.			
119	Hannington N.	60 0 0		
116	Hartley Wespall - - Ch. 12	- - -		*c*
115	Hartley Wintney - Ch. 3	75 16 4	123	61 12 0
95	Havant - B. *a*	*75 0 0		
95	Havant and BedhamptonN. 7	98 4 6	162	80 12 10
99	Havenstreet (I. of W.) N. 3	- - -	33	15 14 8
112	Hawkley - Ch.			
41	Hawley - Ch. 4	- - -	78	45 7 10
95	Hayling - Ch. 7	- - -	65	32 12 0
41	Headley - N.	*42 0 0		
41	Headley Endowed - N. 4	22 0 0	66	28 13 1
			14	4 9 2
99	Helen's, St. N. 4	333 18 0	73	32 0 9
101	Highcliffe - Ch. 4	- - -	67	30 1 10
			12	2 15 0
101	Holdenhurst N. 4	45 0 0	38	17 18 0
116	Hook - - N. 3	135 3 8	74	31 4 6
100	Hordle - N. 2	348 18 3	66	30 6 8
111	Horndean - Ch. 1	271 0 0	75	40 19 2
108	Houghton - N. 7	- - -	51	11 10 0
109	Hursley, Boys Ch. 6	- - -	36	22 19 4
109	Hursley, Girls N. 6	- - -	53	32 10 0
117	Hurstbourne Priors, Earl of Portsmouth's - 7	- - -	81	49 0 10
			25	3 5 0
118	Hurstbourne Tarrant -	150 0 0		
103	Hyde - - N. 4	- - -	77	38 9 0
119	Kingsclere, Boys - - 7	279 4 0	61	25 5 0
119	‡Kingsclere, Girls - - N.			

a School closed. *b* For two years. *c* Due, but not paid. *d* School extinct.
e Merged into Gosport, Holy Trinity, N.S.

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	HANTS—*cont.*	£ s. d.		£ s. d.
119	Kingsclere, Woodlands Ch. 7	117 13 6	59	26 15 8
41	Kingsley - N.	73 0 0		
108	King's Somborne - N. 7	481 0 8	93	44 5 0
96	Kingston Cross, School of Industry	*62 10 0		
109	Kingsworthy N. 6	294 0 0	35	18 19 10
96	Landport, Lancasterian Boys' - - 5	- - -	108	49 3 0
96	Landport, Lancasterian Girls' - - 5	- - -	100	45 13 8
96	Landport, St. Luke's - N. 5	- - -	323	166 14 2
96	Landport - W. 5	- - -	359	179 7 2
117	Laverstoke Ch.			
99	Lock's Green (Calbourne, I. of W.) - Ch. 10	- - -	43	30 7 6
104	Longdown - N.	170 0 0		
108	Longstock - N. 7	- - -	52	22 8 6
100	Lymington - N. 2	*150 0 0	191	108 17 4
100	Lymington, Infant - N. 2	- - -	79	38 14 4
100	Lymington - B. 5	- - -	168	81 8 6
104	Lyndhurst - N. 12	325 6 0	107	59 19 10
112	Lyss - - N.	*30 0 0	14	4 1 8
116	Mapledurwell N.	42 10 0		
109	Martyr-Worthy N.	170 0 0		
114	Medstead - N. 2	54 9 0	37	16 10 8
112	Meon, East N. 1	223 8 9	104	53 2 8
110	Meonstoke - N. 4	45 0 0	34	12 7 1
110	Meon, West N. 1	229 10 0	109	60 11 4
109	Micheldever Ch. 5	- - -	47	6 10 0
90	Milford - N. 2	52 15 0	79	39 13 8
96	Millbrook Ch. 11	- - -	111	67 19 6
100	Milton - N.	*50 0 0	16	3 16 8
	" - "	41 16 0		
101	Moordown - N. 4	- - -	62	34 0 4
126	Mortimer, West End - - Ch. 1	- - -	23	8 3 8
104	Netley, St. Matthew's N. 11	124 0 0	48	20 5 9
99	Newport (I. of W.) - N. 10	47 5 6	219	143 0 0
99	Newport (I. of W.) - B.	*100 0 0		
	" - "	100 0 0		
110	Newtown - N. 4	19 18 5	48	27 8 8
120	Newtown (Newbury) Ch. 9	- - -	39	12 16 8
114	Newton Valence, Infant - - N. *a*			
99	Niton (I. of W.) N. 4	157 18 0	51	30 1 10
103	Northam (Ch. Ch.) - N. 9	800 0 0	203	90 10 2
			23	5 0 10
99	Northwood (I. of W.) - N. 10	- - -	80	38 0 0
107	Nursling - Ch. 12	- - -	69	47 12 8

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	HANTS—*cont.*	£ s. d.		£ s. d.
99	Oakfield, St. John's (I. of W.) - N. 4	387 5 0	151	78 8 2
115	Odiham - N. 3	*120 0 0		
	" - "	46 0 8	176	74 8 2
115	Odiham, London Road - 6	- - -	68	46 4 0
117	Overton - N.	*77 0 0		
	" - "	306 0 0		
109	Owslebury - N.	34 0 0		
101	Parley, East N. 4	- - -	35	16 8 10
			14	4 13 4
112	Petersfield - N. 1	*126 0 0	135	70 9 4
	" - "	847 0 0		
112	Petersfield - B. 5	- - -	155	88 4 4
101	Pokesdown - N. 4	- - -	58	25 16 6
98	Porchester - N.			
96	Portsea, All Saints' - N. 5	321 10 0	534	290 12 8
96	Portsea, Beneficial Society's 5	*140 0 0	278	122 13 6
96	Portsea, Free N.	503 0 0		
96	Portsea Island U.			
96	Portsea - R. 7	- - -	166	115 9 10
96	Portsea Town, St. John's and Trinity, Boys - - N. 5		114	52 5 10
96	Portsea, St. John's, Girls and Infants - - N. 5	483 6 8	102	42 4 6
96	Portsea Town, Trinity, Mixed - N. 5		97	42 11 8
96	Portsmouth N. 5	100 0 0	253	142 7 8
96	Portsmouth, Royal Victoria, Infants - - -	123 0 0		
116	Preston Candover - N. 12	- - -	61	19 4 0
112	Privett - N. 1	- - -	40	7 10 3
106	Redbridge, Girls Ch. 11	- - *b*	95	39 19 0
			76	33 1 2
95	Redhill, St. John's - N.	108 0 0		
102	Ringwood - N. 4	485 0 0	249	108 15 4
			21	5 2 6
102	Ringwood - B. 6	- - -	106	20 11 10
107	Romsey - N. 12	95 15 6	308	168 6 2
			62	24 6 10
107	Romsey - B. 5	443 10 0	225	138 1 6
			34	11 18 4
109	Rownhams - N. 11	- - -	68	41 12 0
99	Ryde (I. of W.) N. 3	936 13 4	177	97 10 8
99	Ryde (I. of W.) B. 5	207 0 0	124	50 19 0
99	Ryde (Isle of Wight), Infants - Ch. 3	- - -	73	28 19 11
99	Ryde (Isle of Wight), Trinity N. 3	- - -	115	69 17 4
99	Ryde, (I. of W.) Holy Trinity, Girls' - - N. 3			

a Removed from inspection.

b For two years.

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	HANTS—*cont.*	£ s. d.		£ s. d.
99	Sandown - N. 4	633 15 0	193	102 14 10
98	Sarisbury, St. Paul's - N. 2	62 0 0	122	67 7 5
106	Scholing - N. 11		*a*	
114	Selborne - N. 2	73 0 0	54	13 18 11
			12	3 18 1
99	Shalfleet - Ch. 10	117 0 0	53	24 12 4
110	Sherborne, St. John's - Ch. 12	- - -	65	25 11 6
			6	2 11 8
107	Sherfield-English - N.	60 0 0		
116	Sherfield-on-Loddon, Endowed - 12	- - -	94	29 5 1
110	Shidfield - N. 3	114 0 0	83	42 18 8
106	Shirley - N. 11	- - -	*a*	55 0 0
110	Soberton - N. 4	- - -	45	25 6 4
101	Sopley - N. 4	- - -	33	4 15 11
105	Southampton, All Saints' N. 9	565 0 0	326	160 1 2
105	Southampton, Bedford Place N.	*100 0 0		
105	Southampton, Charlotte Place - N.	300 0 0		
105	Southampton, Holy Rhood N. 5	206 0 0	102	52 15 10
105	Southampton, U.			
105	Southampton, St. George's Place (Houndwell), Ragged	268 15 0		
105	Southampton, Royal - - B. 6	*215 0 0	83	39 9 7
105	Southampton, St. James'- N. 5	- - -	129	68 18 6
			33	13 0 10
105	Southampton, St. Luke's, New Town District - N. 9	- - -	238	107 18 0
105	Southampton, St. Mary's (Crabmiton District), Industrial N. 9	745 0 0	94	42 13 6
105	Southampton, St. Mary's, Grove St. - N. 9	559 0 0	515	251 16 6
106	Southampton, St. Mary's, Extra (Pear Tree Green) N. 2	311 0 0		
105	Southampton, St. Michael's N.	371 5 0		
105	Southampton, St. Paul's - N. 5	- - -	46	28 11 0
105	Southampton, St. Peter's - Ch. 9	- - -	78	35 2 6
105	Southampton, Holy Trinity District - N. 9	748 10 0	345	192 17 0
105	Southampton W. 5	- - -	77	46 6 10
96	Southsea, St. Jude's - N. 5	502 10 0	289	115 5 2
96	Southsea, St. Paul's - N. 5	366 10 0	198	121 13 10
109	Sparsholt - N.	32 0 0		
112	Steep - - N.	45 0 0		
108	Stockbridge, N. 7	- - -	120	73 17 6
106	Stoneham-South, and Highfield, St. Deny's - N. 11	268 13 8		*a*
113	Sutton Bishop N.	204 6 0		
41	Sutton, Long N.	66 0 0		
110	Swanmore - N. 4	226 17 6	68	33 7 8
100	Sway - - N.	50 0 0		
107	Timsbury - N. 12	53 0 0	38	20 17 4
114	Tisted, East N. 2	- - -	36	10 4 3
			8	1 7 9
113	Titchborne - N. 3	45 0 0	58	32 6 0
98	Titchfield - N. 2	- - -	162	67 18 0
104	Totton- - B. 5	*50 0 0	56	41 2 6
109	Twyford - N. 6	430 0 0	86	39 18 8
			12	4 6 8
103	Tytherley, East, Endowed - Ch. 7	- - -	76	
	" - "		20	*e*
108	Tytherley, West - - N. 7	- - -	79	39 13 6
			18	6 15 0
			47	32 13 6
110	Upham - N. 7	47 0 0	9	2 10 10
99	Ventnor (I. of W.) - N. 4	939 12 0	267	145 17 6
99	Ventnor Literary Institution - 6	- - -	141	79 5 10
			17	5 17 6
118	Vernham, Dean Gillam's - - 7	- - -	63	24 2 10
108	Wallop, Nether - - N.	*46 0 0		
108	Wallop, Over Ch. 7	- - -	66	33 6 6
110	Waltham, Bishop's - N. 4	- - -	93	35 18 1
110	Waltham, Bishop's - B. 5	- - -	73	32 6 2
116	Waltham, North - N. 12	35 0 0	52	16 6 5
			13	3 12 6
95	Warblington and Emsworth - N. 7	*126 0 0		
	" - "	129 0 0	175	87 2 4
95	Warblington and Emsworth, Infant - - N.	95 0 0	41	11 9 2
			—	*d*20 0 0
110	Warnford Park - - N. 1	- - -	54	23 17 7
		e	40	11 12 8
107	Wellow - N. *f*			
106	Westend, St. James' - N. 3	*72 0 0	95	49 5 10
118	Weyhill - Ch.	102 5 0		
99	Whippingham (Isle of Wight) - N. 10	106 0 0	56	35 2 0
			9	3 4 2
117	Whitchurch N. 7	282 0 0	94	41 17 0
117	Whitchurch W. *g*			
99	Whitwell - N. 4	- - -	27	6 11 9
99	Wight, Isle of U.			

a Due, but not paid. *b* Paid under Article 90[1] (2). *c* Refused under Article 52 *d*. *d* Retiring pension.
e For two years. *f* Removed from inspection. *g* No school for some years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending Dec. 1869). Amount.
	HANTS—*cont.*	£ s. d.		£ s. d.
109	Winchester, Central - N. 6	- - -	257 16	126 3 9 2 0 0
109	Winchester, (Hyde) St. Bartholomew's - N. 6	141 8 6	102	61 4 4
109	Winchester, St. Faith - N. 6	- - -	48	7 8 5
109	Winchester, St. John's - N. 6	376 0 0	97	33 5 8
109	Winchester, St. Michael's, Practising - N. 6	443 19 8	52	21 12 0
109	Winchester, St. Peter's, Cheeseshill - N. 6	125 0 0	74	38 0 6
109	Winchester, St. Peter's Street - W. 6	- - -	75	42 15 0
109	Winchester, St. Thomas' - N. 6	200 0 0	145	81 11 6
109	Winchester, Trinity - N. 6	303 16 6	193	108 19 4
115	Winchfield - Ch. 1	122 15 0	41	17 18 10
109	Wonston - P. 6	- - -	83 14	35 17 9 6 1 8
119	Woodhay, East N. 7	*50 0 0	84	50 11 0
	" - "	46 0 0	10	3 6 8
119	Woolton Hill, and Indust. N. 7	90 10 0	72 11	37 19 4 3 15 10
99	Wootton Bridge - Ch. 10	105 12 6	68	30 7 10
116	Wootton, St. Lawrence - Ch. 12	- - -	47	15 12 6
116	Worting - N. 12	- - -	63	29 1 2
98	Wykeham - N. 3	238 0 0	88	52 18 4
98	Wymering and Widley N. 3	130 0 0	139	58 13 4
99	Yarmouth (Isle of Wight) - N. 10	438 0 0	148	82 11 10
41	Yateley - N. 4	*50 0 0	72	40 11 8
	" - "	143 19 7	15	6 4 2
	HEREFORDSHIRE.			
349	Almelly - N.	5 0 0		
346	Ashperton and Canon Frome - N. 3	253 0 0	72	34 5 4
347	‡Ballingham N. *a*			
348	Belmont, St. Michael's - R. 7	- - -	23	11 11 0
348	Birch, Little Ch. 6	- - -	34	7 14 5
350	Bishop's Frome N. 4	170 0 0	69	36 15 0
347	Bishopswood N. 5	- - -	40	9 3 10
346	Bosbury, Boys - N. 5	- - -	33	*b*
346	Bosbury, Girls - N. 5	118 10 0	46	34 8 0
347	Brampton Abbots - Ch.	100 0 0		
604	Brampton Brian - N. 5	- - -	70	22 18 2
347	Bridstow - N.	90 0 0		

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	HEREFORD—*cont.*	£ s. d.		£ s. d.
385	Brimfield - N. 6	263 10 0		
349	Brinsop - N.	75 0 0		
350	Bromyard - N. 5	254 0 0	86	31 2 8
350	Bromyard, Infants - N. *c*	28 6 8		
350	Bromyard - B. 1	- - -	68 13	35 3 10 4 0 10
347	Caple, King's N.	35 0 0		
348	Clehonger - Ch. 6	- - -	48	6 6 2
602	Clifford, Endowed - N.	*50 0 0		
	" - "	20 15 4		
348	Clodock Longtown - N.	112 10 0		
350	Cowarne, Central - N. 5	370 0 0	47	17 3 8
350	Cradley, Girls' N. 5	285 15 0	89	44 9 8
351	Croft and Yarpole - N. 6	- - -	82	40 1 4
349	Dilwyn - N. 4	137 0 0	63	32 11 0
348	Dynedor - N.	*35 0 0		
603	Eardisley - N. 5	256 0 0	74 25	40 13 4 8 7 6
346	Eastnor - P. 2	- - -	50	18 18 8
348	Eaton, Bishop N. 2	110 0 0	25	5 16 9
348	Ewyas Harold - N. 6	56 0 0	73	30 8 3
351	Eyton - Ch.			
348	Fownhope - N.	143 12 6		
347	Goodrich - N. 5	373 14 0	68	39 17 0
347	Hentland and Hoarwithy P. 5	- - -	53	24 10 10
348	Hereford, Blue Coat - N. 4	87 0 0	211	15 13 1
348	Hereford, St. John the Baptist - N. 4	- - -	95	47 1 10
348	Hereford, St. Martin's - N. 2	438 0 0	111 27	51 3 2 9 17 6
348	Hereford, St. Nicholas' - N. 4	- - -	104	41 12 10
348	Hereford, St. Peter's - N.	*290 0 0		
	" - "	58 0 0		
348	Hereford, Scudamore's Charity - N. 4	556 0 0	202	101 2 10
348	Hereford - R. 7	- - -	63	15 19 1
348	Holmer and Huntington N. 1	208 0 0	78	36 13 8
347	Hope Mansell - N. 6	80 15 0	36	8 0 3
351	Hope, Upper Hill - - N. 3	225 16 1	29	15 8 0
351	Ivington, St. John's - N.	80 5 0		
348	Kentchurch, Endowed - N.	45 0 0		
351	Kingsland - N.	75 0 0		
348	Kingston and Thruxton - N. 3	90 0 0	38	14 8 10
603	Kington - N. 5	*150 0 0	188	86 5 2
349	Kinnersley - Ch.	88 0 0		
346	Ledbury, Boys' - Ch. 4	300 7 6	93	40 19 6

- *a* Removed from inspection. *b* Refused under Article 52 *d*. *c* Merged into Bromyard N.S.

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	HERTFORD—*cont.*	£ s. d.		£ s. d.
346	Ledbury - N. 4	117 10 0	126	59 12 0
352	Leintwardine, Endowed, Free 4	313 4 4	106	21 1 0
351	Leominster - N. 3	906 0 0	276	121 15 0
351	Leominster - B. 1	- - -	136	69 15 4
347	Llangarren - Ch. 4	147 0 6	34	17 8 10
347	Llanwarne - Ch.	183 0 0		
348	Lugwardine Ch. 2	- - -	79	44 7 6
606	Lyonshall - P. 5	235 0 0	75	22 7 2
348	Madley - N. 3	202 5 0	59	44 5 10
603	Mahollem - 5	- - -	42	21 11 6
346	Mansel-Lacey N. *a*	172 5 0		
351	Monkland - N.	108 0 0		
348	Mordiford - Ch. 3	- - -	54	27 5 6
348	Much Dewchurch - N.			
346	Much Marcle N. 5	237 0 0	55	25 17 3
348	Orcop - - N. 4	288 0 0	41	17 11 2
351	Orleton - N. 3	312 0 0	36	19 10 11
603	Pembridge - N. 5	373 18 0	89	42 2 1
			13	4 7 11
349	Preston and Blakemere N. 7	132 0 0	23	2 6 8
347	Ross and Archenfield, (Royal Victoria) - - B. 1	*200 0 0		
	" "	368 10 0	103	44 10 8
351	Stoke Prior - N.	50 5 0		
348	Stretton Sugwas - - N. 2	230 18 0	41	18 15 2
			67	17 13 8
348	Tupsley - N. 5	226 17 6	18	5 5 0
			41	17 18 2
347	Upton, Bishop N. 2	- - -	7	1 5 10
349	Weobley - N. 5	269 0 0	75	27 5 0
347	Weonard's, St. N.	82 0 0		
350	Whitbourne Ch.	164 0 0		
577	Whitchurch N. 5	318 0 0	74	49 8 0
602	Whitney - N.	42 0 0		
359	Wigmore - N. 4	185 0 0	35	17 4 4
348	Wormbridge N. 5	- - -	31	16 4 10
346	Yarkhill - N.	132 10 0		
	HERTFORDSHIRE.			
145	Abbots-Langley N. 2	468 18 0	132	46 4 6
			20	6 0 0
144	Alban's, St., Abbey - N. 1	*50 0 0		
	" "	79 0 0		
144	Alban's, St. - B. 2	- - -	47	33 0 0
144	Alban's, St., Ch. Ch. (Cross Street), Infts. 2	- - -	71	33 10 6
144	Alban's, St., St. Michael's, Infants - N. *b*			
144	Alban's, St., St. Peter's (B.) N. 2	- - -	67	26 4 10
144	Alban's, St., St. Peter's (G. and I.) Ch. 2	168 0 0	164	77 1 6
139	Albury - Ch. 3	- - -	76	30 2 2
147	Aldbury - Ch. 1	- - -		*c*

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	HERTFORD—*cont.*	£ s. d.		£ s. d.
138	Amwell, Great N. 7	24 13 4	43	27 6 6
140	Anstey - N.	111 4 0		
140	Ardeley - N. 4	*40 0 0		
	" "	234 0 0		
140	Ashwell New N. *b*			
140	Aspeden, Endowed - N. 6	61 15 11	55	22 10 6
141	Baldock - N.	*200 0 0		
141	Baldock - B. 3	*60 0 0	67	30 9 2
	" "	46 0 0		
136	Barham Wood - B.			
140	Barley - N. 4	- - -	93	45 8 4
136	Barnet, Chipping - - N.	60 0 0		
142	Bayford - N. 6	110 0 0	57	25 7 8
146	Beechwood - N. 10	- - -	87	9 15 4
142	Bengeo - - N. 7	496 14 0	202	83 8 0
142	Bennington N.	45 0 0		
147	Berkhampstead, Great, and North Church - N. 2	*100 0 0	73	29 15 0
		140 0 0		
	" " - "			
147	Berkhampstead, Great B.	*130 0 0		
139	Bishop's Stortford - - N. 3	- - -	79	24 7 6
139	Bishop's Stortford - - B. 3	317 13 9	157	87 7 2
139	Bishop's Stortford, New Town - N.			
139	Bishop's Stortford (Rochester Diocesan), Model - 3	433 0 0	142	65 18 2
146	Bovingdon - Ch. 1	- - -	109	59 5 2
146	Boxmoor - Ch. 2	88 2 9	134	61 18 6
				*d*20 0 0
142	Bramfield - N. 3	- - -	39	19 16 4
139	Braughing Jenyn's - Ch. 3	80 8 0	59	7 2 8
141	Breachwood Green - N. 3	195 0 0	47	30 12 6
139	Brent-Pelham N.	50 0 0		
138	Broxbourne Bury - Ch.			
138	Broxbourne, Free - - N. 3	- - -	41	16 1 8
			12	3 1 3
140	Buckland - N.	90 0 0		
140	Buntingford N. 7	120 8 4*e*	77	10 12 6
			80	26 15 0
142	Burnham Green N.	50 0 0		
145	Bushey - B. 2	172 14 0	135	80 6 10
137	Cheshunt - B. 3	264 0 0	92	52 19 0
137	Cheshunt, Dewhurst's Charity - N.			
137	Cheshunt (Vicarage), Girls 6	- - -	54	25 11 8
137	Cheshunt (Vicarage), Infants - N. 6	- - -	70	40 4 5

a School closed. *b* Removed from inspection. *c* Due, but not paid.
d Retiring pension. *e* For two years.

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	HERTFORD—*cont.*	£ s. d.		£ s. d.
146	Chipperfield N. 1	50 10 0	49	19 13 4
141	Clothall - Ch. 3	163 0 0	35	19 13 4
141	Codicote - N. 10	920 0 0	*a*	
136	Colney, St. Peter's - N. 6	- - -	75	24 6 1
144	Colney Street (Frogmore) Ch. 1	- - -	35	13 15 10
143	†Cromer Hyde N.	- - -		
142	Datchworth N. 10	- - -	53	23 14 2
146	Flamstead, Mixed - Ch. 4	- - -	59	26 0 2
146	Flaunden, Mixed - Ch. 10	- - -	35	15 18 5
146	Frogmoor End Ch. 2	539 14 0	174	92 13 10
			24	5 16 8
139	Furneaux-Pelham - N. 3	75 0 0	65	40 13 3
146	Gaddesdon, Great - N.	181 16 0		
139	Hadham, Little - N. 4	- - -	85	35 16 0
139	Hadham, Little - B.	*40 0 0		
144	Harpenden - N. 11	- - *b*	100	48 17 2
			100	34 0 9
144	Harpenden, Boys and Girls - - B. 3	116 1 6	115	80 19 10
144	Harpenden, Infants - B. 3	- - -	64	29 5 2
143	Hatfield (Bishop's) N. 10	- - -	262	111 12 8
			33	9 14 2
146	Hemel Hempstead, Boys Ch. 2	843 10 0	68	23 8 0
146	Hemel Hempstead, Girls N.			
146	Hemel Hempstead, Inf. - Ch. 2	- - -	77	34 17 2
146	Hemel Hempstead - B. 2	*150 0 0	108	51 10 1
142	Hertford, Abel Smith's Memorial - N. 7	512 0 0	82	32 17 4
142	Hertford, All Saints', Girls, Industrial - N.	40 0 0		
142	Hertford, All Saints', Infants - - N. 6	85 3 0	99	27 10 10
142	Hertford - B. 3	250 6 3	116	52 17 4
142	Hertford (Cowper's Testimonial) - Ch. 7	84 0 0	80	26 3 8
142	Hertford, Green Coat, Endowed - 6	- - -	44	*c*
142	Hertford Heath N. 4	*75 0 0	69	28 9 2
		41 12 0		
142	Hertford, St. " Andrew's - N. *d*			
142	Hertingfordbury - - Ch. 6			
138	High Cross, Boys - - N. 7	- - -	38	24 16 0
			10	2 11 8
139	High Wych N. 4	- - -	99	62 10 4

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	HERTFORD—*cont.*	£ s. d.		£ s. d.
141	Hitchin, Boys B. 5	*175 0 0	150	59 16 7
	" "	200 0 0	66	15 7 1
141	Hitchin, Girls and Infants B. 5	1,055 0 0	156	70 5 6
141	Hitchin, St. Andrew's - N.	300 0 0		
141	Hitchin, St. Mary's - N. 4	1,540 0 0	299	174 6 10
			33	11 17 6
139	Hockerill, Boys - - N. 4	- - -	54	39 4 0
138	Hoddesdon - N. 3	180 0 0	34	12 0 0
			18	3 7 6
138	Hoddesdon, Boys - - B. 5	- - -	49	40 3 1
138	Hoddesdon, Girls and Infants - B. 5	- - -	69	39 10 3
138	Hoddesdon, Easter Jones' Charity - Ch.	279 0 0		
140	Hormead, Great - - N. 4	100 0 0	100	73 19 2
138	Hunsdon - Ch. 6	- - -	54	33 7 6
141	Ickleford - N. 4	*50 0 0	86	18 10 0
	" - "	201 0 0		
141	Ippolyt's, St. N. 4	137 15 0	59	34 14 6
140	Kelshall - Ch. *e*			
134	Kensworth - N. 6	150 0 0	64	41 0 6
			14	4 11 8
141	Kimpton - P. 11	540 0 0	84	37 6 8
146	Kings-Langley - - N. 2	*66 0 0	143	66 16 10
		127 0 0		
145	Leavesden - N. 2	40 0 0	47	25 12 6
146	Leverstock Green - N. 2	- - -	66	39 4 0
143	Mimms, North N. 10	- - -	123	34 10 8
			24	9 10 0
			f	20 0 0
139	Much Hadham - - N. 4	- - -	117	53 3 8
138	Munden, Great N.	75 0 0		
138	Munden, Little N. 7	- - -	59	36 13 6
143	Northaw - N. 10	124 0 0	77	36 4 6
147	Northchurch, Infants - N. *e*			
146	Pepperstock B. 9	- - -	109	36 2 11
141	Pirton - - N.	129 3 10		
147	Potten End N. 1	- - -	35	15 18 0
138	Puckeridge - Ch. 6	- - -	24	4 5 7
144	Redbourn - N. 2	199 0 0	123	66 0 10
145	Rickmansworth - N. 1	238 0 0	*a*	
140	Royston - N. 4	94 10 0	124	56 3 0
140	Royston - B. 3	75 0 0	64	29 19 9
140	Royston, Infants - - B. 3	- - -	74	36 3 0
140	Sandon - N. 6	*40 0 0	53	26 13 2
	" - "	86 5 0		
145	Sarratt - N. 1	171 0 0	*a*	
139	Sawbridgeworth N. 3	- - -	118	65 15 8
136	Shenley - N. 10	352 0 0	128	35 1 5
			36	10 0 0
141	Shephall - Ch. 4	- - -	36	23 15 0

a Due, but not paid. *b* For two years. *c* Refused under Article 52 *d*. *d* School closed.
e Removed from inspection. *f* Retiring pension.

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	HERTFORD—*cont.*	£ s. d.		£ s. d.
138	Standon, Endowed - Ch. 7	- - -	28	3 2 6
			13	2 12 6
138	Stanstead Abbot's - Ch. 6	- - -	45	7 1 1
144	Stephen's, St., and Frogmore - N. 2	- - -	58	25 14 8
141	Stevenage - N.	*92 0 0		
	" - "	87 0 0		
141	Stevenage, Infants - N. 3	- - -	82	40 5 10
140	Therfield - N. 5	128 0 0	71	41 7 11
142	Tonwell - Ch. 6	- - -	44	26 12 7
136	Totteridge - N. 6	- - -	44	13 9 7
147	Tring - - N. 1	182 0 0	106	40 0 4
138	Wadesmill, Infants - N. 6	- - -	43	18 16 6
141	Walden, St. Paul's - Ch.			
142	Walkern - N. 4	13 0 0	90	38 10 0
137	Waltham Cross P. 2	- - -	139	73 18 3
138	Ware - - N. 7	490 0 0	151	73 7 10
138	Ware - - B. 7	*75 0 0	77	36 13 0
138	Ware, Ch. Ch. N. 6	- - -	314	161 16 4
			40	11 8 4
145	Watford - N. 2	*60 0 0	148	52 10 8
	" - "	130 0 0	38	10 10 0
145	Watford Heath Ch. *a*	82 0 0		
145	Watford, Infants - 2	- - -	76	38 2 6
142	Watton - N. 3	- - -	112	59 0 10
			148	64 13 10
143	Welwyn - N. 11	957 0 0*b*	28	10 3 4
			148	43 14 5
143	Westfield - N. 10	350 0 0	59	37 11 10
140	Westmill - N.			
141	Weston - N. 5	- - -	78	31 2 2
144	Wheathampstead - N. 10	232 11 3	170	99 3 0
141	Willian - - N.	65 0 0		
147	Wilstone Village - Ch. 5	100 0 0	43	18 13 2
138	Wormley - N. 2	- - -	56	22 6 6
140	Wyddial - Ch. 5	- - -	18	2 17 1
141	Wymondley, Great - N. 4	60 0 0	34	19 16 0
	HUNTINGDON.			
			76	38 4 4
178	Abbotsley - N. 4	42 0 0*b*	13	4 14 2
			73	23 18 9
176	Alconbury - N.	75 0 0		
175	Alwalton, Earl Fitzwilliam's 5	- - -	32	12 7 10
177	Bluntisham N.	47 0 0		
176	Brampton - Ch.			
177	Broughton - N.	60 0 0		
177	Bury - - N.	- - -		
173	Bythorn - N. 1	204 0 0	40	17 8 4
			10	2 8 4
178	Catworth, Great N.	42 0 0		

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	HUNTINGDON—*cont.*	£ s. d.		£ s. d.
175	Chesterton-with-Haddon N. 6	- - -	15	8 6 7
			7	2 10 10
177	Earith - - B. 3	167 3 6	114	25 10 0
178	Eynesbury - N. 3	- - -	111	52 5 6
			24	6 15 0
175	Farcet - - N. 6	136 4 6	59	20 0 4
177	Fen Stanton Ch. 5	144 0 0	113	58 11 11
175	Fletton, New B.	364 10 0		
176	Godmanchester (Girls and Infants) - N. 6	414 5 0	105	51 6 8
176	Godmanchester - - B. 7	- - -	95	41 0 6
185	Gransden, Great - N. 1	- - -	76	33 5 0
			21	5 12 6
176	Hamerton - Ch.			
177	Hemingford Green - N. 5	- - -	73	54 6 4
177	Hemingford Grey - - N.			
175	Holme- - Ch. 7	- - -	61	*c*
177	Houghton - B. 7	- - -	84	20 12 9
176	Huntingdon, Boys - - N. 5	32 0 0	98	61 18 9
176	Huntingdon, St. Germain St. - N. 6	- - -	59	26 15 8
176	Huntingdon St. Mary's (Girls and Infants) - N. 6	83 0 0	142	75 11 6
176	Huntingdon, Walden's, Charity - N. 6	- - -	*d*	
177	Ives, St. - N. 5	394 0 0	151	71 10 8
			17	5 19 2
177	Ives, St. - B. 3	- - -	233	133 4 8
			17	5 0 10
171	Kimbolton, Boys - N. 11	- - -	68	41 12 0
			36	9 5 0
178	Kimbolton, Girls - N. 11	- - -	25	7 8 5
178	Neots, St. - B. *a*			
178	Neots, St., (Boys) Free Charity - N. 11	250 12 0		*d*
178	Neots, St., (Girls and Infants) Free Charity N.	166 4 4		
178	Neots, St. - W. 3	684 0 0	141	83 13 0
178	Offord Cluney N.	89 10 0		
175	Orton Longueville - - Ch. 6	172 16 0	32	14 2 1
			7	0 17 6
175	Orton Waterville - - N.	63 0 0		
178	Paxton, Great - N. 10	- - -	50	28 12 6
			21	6 12 6
176	Ramsey, Boys - Ch. 4	- - -	50	19 15 10
			22	7 3 4
176	Ramsey, St. Mary's - Ch. 4	- - -	77	36 12 10
			9	3 2 6
176	Ramsey - W. 4	- - -	42	16 16 5

a School closed. *b* For two years. *c* Refused under Article 52 *d*. *d* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	HUNTINGDON—*cont.*	£ s. d.		£ s. d.
176	Raveley, Great St. Andrews N. 4	- - -	43	16 8 10
176	Ripton, King's N.	40 0 0		
176	Sawtrey - N.	92 0 0		
176	Sawtrey - W.			
176	Spaldwick - N.	60 0 0		
175	Stanground - N. 6	65 0 0	65	41 11 9
176	Steeple Gidding - N.			
175	Stilton - N. 6	145 0 0	55	33 2 1
176	Stukeley, Great N.	45 0 0		
174	Thurning - N.	26 10 0		
176	Upwood - N. 4	- - -	56	32 0 0
177	Warboys - N. 5	- - -	186	119 11 11
177	Warboys-Fen N. 5	- - -	28	14 13 6
173	Weston, Old N. 1	50 0 0	38	13 1 7
177	Wistow - N.	50 0 0		
177	Woodhurst - N. 10	102 0 0	20 12	9 13 0 3 10 0
177	Woodhurst - B. 4	- - -	62 19	31 15 4 2 7 6
176	Wood Walton Ch.	126 0 0		
175	Yaxley, Endowed - Ch.	128 0 0		
185	Yelling - Ch. 10	135 2 6	*a*	
	KENT.			
64	Adisham - N. 5	88 17 6	42	20 3 2
63	Aldington - P. 3	- - -	70	27 9 6
72	Alkham - N. 7	- - -	46	19 0 3
61	Appledore and Ebony - N. 11	146 19 0*b*	70 76	10 3 0 23 8 4
62	Ashford - N. 2	626 7 0	320	139 15 10
62	Ashford - B. 7	586 0 0	339	187 2 4
62	Ashford New Town (S.E. Rlwy. Co.'s) N. 6	- - -	362	205 19 9
57	Ashurst - N. 4	- - -	29	11 15 10
55	Aylesford - N. 2	- - -	100	46 10 8
55	Aylesford, Educational Society's - N. *c*	5 18 8		
55	Aylesford, Preston Hall, Infant - Ch. 2	- - -	52	24 13 6
68	Bapchild and Tonge - N. 1	137 12 6	87	36 6 0
64	Barham - N. 5	486 0 0	116	64 2 4
58	Barming - N. 3	315 0 0	79 12	39 4 10 4 1 8
57	Basinghall, Infants - N. 6	- - -	208	95 1 0
58	Bearstead, United - N. 3	125 0 0	95	46 3 8
49	Beckenham N. 11	400 0 0	*a*	
60	Benenden, Mixed - N. 4	308 0 0	88	56 19 2
62	Bethersden - N. 2	182 1 4	80 7	26 2 9 2 2 6
50	Bexley - N. 11	*160 0 0		
	„ - - „	70 0 0		*a*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
50	Bexley Heath N. 4	- - -	192	73 4 10
57	Bidborough N.	178 0 0		
61	Biddenden - N. 2	162 0 0	77	25 3 7
70	Birchington N.	129 5 0		
64	Bishopsbourne District - Ch. 5	- - -	48	21 13 0
36	Blackheath, All Saints' (Girls and Infants) - N. 11	- - -	68	33 13 0
36	Blackheath Park - N. 11	- - -	81	55 15 8
36	Blackheath Park, Charity, Girls - 11	- - -	62	39 7 6
35	Blackheath, St. John's Ch. 11	- - -	*a*	
68	Borden - N. 4	200 10 0	126	61 18 6
67	Boughton under Blean - N. 1	250 0 0	79	25 5 10
59	Boughton Malherbe - N.	100 0 0		
58	Boughton Monchelsea N. 3	114 0 0	81 8	36 11 6 2 1 8
59	Boxley - N. 3	121 0 0	60	27 1 2
63	Brabourne - N. 4	102 0 0	73	43 8 5
56	Brasted - N. 12	370 0 0	88 17	52 4 2 5 10 10
57	Brenchley - N. 3	236 10 0	181	84 10 4
74	Brenzett District - N. 11	100 0 0	66	9 14 0
57	Brightridge, Infant - 4	- - -	67	28 0 2
70	Broadstairs N. 4	*145 0 0	60	18 11 2
70	Broadstairs B. 4	- - -	57	17 18 3
49	Bromley - N. 11	1,100 0 0	325 50	158 5 8 18 16 8
49	Bromley Common - N. 11	202 0 0	*a*	
54	Brompton - N. 5	446 5 0	188	72 15 2
54	Brompton, New - Ch. 5	- - -	329	139 9 10
54	Brompton, St. Michael's R. 5	- - -	43	29 4 0
72	Buckland (Dover) (1) N. *d*	81 0 0		
72	Buckland (Dover) (2) N. 7	705 0 0	214	125 15 0
36	Burrage Town (Plumstead) B. 1	- - -	190	98 6 2
65	Canterbury - B.	293 10 0		
65	Canterbury, Broad St., Model - N. 7	720 0 0	246	95 11 7
66	Canterbury St. Dunstan's N. 7	347 0 0	168	74 18 0
65	Canterbury, St. George the Martyr and St. Mary Magdalene N. 7	165 0 0	59	29 5 8
65	Canterbury, St. Mildred's N. 7	400 0 0	240	113 6 10
65	Canterbury, St. Martin's and St. Paul's N. 7	80 0 0	129	74 12 2

a Due, but not paid. *b* For two years. *c* Now amalgamated with Aylesford N. S. *d* School sold.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
63	Challock - N. 6	31 0 0	32	16 18 0
62	Charing - N. 2	- - -	45	10 18 5
72	Charlton by Dover - N. 7	25 6 6	64	14 7 0
36	Charlton, St. Luke's (nr. Woolwich) N. 9	609 8 0	298	143 5 2
62	Chart, Great N. 2	72 0 0	76	21 7 11
59	Chart Sutton N. 3	- - -	50	25 15 8
54	Chatham - P. 5	740 0 0	139	54 12 9
54	Chatham, James Street - N. *a*			
54	Chatham, St. Aloysius - R. 5	- - -	91	29 16 6
54	Chatham, St. John's - N. 5	455 0 0	367	168 3 6
54	Chatham, St. John's, Infant - - N.	249 0 0	21	6 17 6
54	Chatham, St. Paul's - N. 5	738 0 0	188	67 14 4
			8	1 13 4
49	Chelsfield - Ch. 2	186 17 6	76	44 16 8
			11	4 15 10
73	Cheriton and Newington N. 11	165 0 0	74	40 13 4
56	Chevening - N. 12	- - -	62	31 9 2
56	Chiddingstone - N. 3	98 0 0	75	45 7 10
63	Chilham - N. 2	236 0 0	73	29 10 0
49	Chiselhurst - N. 11	- - -	87	56 0 0
			9	2 9 2
66	Chislet - N.	220 12 6		
52	Cliffe - N. 2	200 0 0	94	51 17 2
60	Cranbrook - N. 3	416 0 0	165	73 12 0
60	Cranbrook, Milkhouse Street (Holy Trinity District), Sunday and Infant - - N.	96 0 0		
49	Cray (Paul's) N.	*80 0 0		
49	Cray, St. Mary - - R. 4	- - -	36	9 19 10
50	Crayford - N. 11	235 0 0	*b*	
50	Crayford - R. 4	- - -	47	24 17 4
50	Crockenhill N. 2	229 10 0	71	32 12 2
			74	34 9 11
56	Crockham - Ch. 4	- - -	10	2 11 8
63	Crundale - N. 12	- - -	18	8 15 8
49	Cudham - N.	101 5 0		
52	Cuxton - N.	130 6 8		
50	Dartford - N. 11	- - -	52	26 2 8
50	Dartford, Infants - 11	- - -		*b*
50	Dartford, Boys - W. 4	- - -	91	62 2 8
50	Dartford, Waterside - W. 4	- - -	81	46 17 0
71	Deal, Central 5	- - -	167	88 15 4
71	Deal, Infant - - N. *c*			
71	Deal - - P. 5	422 16 8	254	123 19 6
71	Deal - - W. 4	673 4 0	121	55 17 8
35	Deptford, Mary Ann's Buildings - W. 3	- - -	116	38 8 2
35	Deptford, New Street B. *d*	110 0 0		
35	Deptford - R. 12	- - -	*b*	
35	Deptford, St. John's - N. 12	1,599 14 0	406	199 15 1
			28	14 8 11
35	Deptford, St. Nicholas' - N.	*50 0 0		
		20 0 0		
35	Deptford, St. Paul's - N. 12	683 19 6	455	229 4 10
59	Detling - N. 3	163 4 0	34	10 10 0
55	Ditton - Ch.			
72	Dover - - B. 7	*437 0 0	201	127 13 2
	„ - - „	54 15 0		
72	Dover, East Cliff - - N.			
72	Dover, Home for Young Women.			
72	Dover, Holy Trinity District - N. 7	190 15 5	258	98 19 6
72	Dover - R. 5	- - -	35	26 5 0
72	Dover, St. James' - N. 7	- - -	234	110 6 9
49	Downe - - N.			
67	Dunkirk - N. 1	116 13 4	89	49 0 10
			77	35 16 2
74	Dymchurch N. 11	226 11 3	17	4 15 10
69	Eastchurch District - N. 2	- - -	83	36 7 0
71	Eastry - N. 5	333 0 0	111	50 2 8
			12	2 13 4
58	Edenbridge - N. 12	200 0 0	100	57 9 4
56	Edenbridge - B. 7	- - -	88	43 16 2
62	Egerton, St. James' - N. 2	134 12 0	101	40 15 8
73	Elham - - N. 5	60 0 0	95	35 10 8
73	Elham - - B. *e*			
73	Elham - - W. 7	- - -	92	68 1 10
			232	110 9 8
36	Eltham - N. 10	571 16 3 *f*	254	130 10 2
50	Erith - - N. 2	144 0 0	86	22 6 8
50	Eynsford - N. 2	*70 0 0	72	28 1 9
50	Eynsford - B. 4	- - -	42	22 1 8
58	Farleigh, East N. 3	*34 0 0	116	58 14 2
	„ „ „	265 0 0		
58	Farleigh, West - - N. 3	- - -	41	17 7 8
49	Farnborough, Village - N. 2	- - -	59	27 0 4
67	Faversham District - N. 4	- - -	833	438 19 2
			28	8 11 8
67	Faversham - B. 7	- - -	160	91 19 0
50	Fawkham, Hartley, and Longfield - N.	35 0 0		
73	Folkestone - B. 7	261 12 8	253	112 7 0
73	Folkestone, Ch. Ch. - N. 11	94 0 0	181	86 9 5
73	Folkestone, St. Mary and St. Eanswith - N. 11	561 7 0	*b*	

a School no longer exists. *b* Due, but not paid. *d* School closed.
c Amalgamated with Deal, St. George's District, N.S., now Deal Central.
e Merged into Elham Wesleyan School. *f* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
56	Fordcombe Ch. 3	- - -	43	16 3 3
36	Forest Hill, Ch. Ch. - N. 11	916 0 0	184	73 10 4
60	Frittenden - N. 3	65 0 0	79	47 5 10
70	Garlinge, St. James' - N. 4	169 0 0	73 31	39 15 0 12 16 9
54	Gillingham - N. 1	- - -	122	45 15 5
56	Godden Green District - N. 12			
63	Godmersham N. 2	- - -	39	12 10 8
71	Goodnestone N. 6	- - -	72	36 15 10
53	Graine (I. of), St. James' - N. 2	- - -	32	13 1 8
51	Gravesend and Milton N. 4	*400 0 0 100 0 0	161	100 17 6
51	Gravesend and Milton, Infants - N. 4	- - -	87	44 7 1
51	Gravesend, Princes St. Chapel - B. 4	- - -	232	149 13 4
51	Gravesend and Milton, Peacock Street - B. 4	- - -	143	82 6 4
51	Gravesend, St. George's and St. James' Infant - N. 2	200 0 0	128	59 13 8
51	Gravesend, St. John - R. 7	- - -	73	11 14 1
50	Greenhithe, Galley Hill B. 4	- - -	164	80 14 8
49	Green Street Green - Ch. 2	42 10 0	51	28 14 2
35	Greenwich - N.	*83 0 0		
35	Greenwich, Central or West, Infants 10	- - -	93	32 10 0
35	Greenwich and Deptford Female Home.			
35	Greenwich, East Branch N. 10	200 0 0		
35	Greenwich, East - - R. 11	- - -	112	42 3 6
35	Greenwich, Roan's Charity (East Branch), Grey Coat. 10			
35	Greenwich, Roan's Charity (West Branch), Grey Coat - 10	- - -	174	*a*
35	Greenwich, George St. W. 1	- - -	93	51 13 2
35	Greenwich - U.			
35	Greenwich Reformatory.			
35	Greenwich, St. Ann's Croom's Hill Industrial - R.			

a Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
35	Greenwich, St. Peter's N. 10	- - -	400	167 17 3
35	Greenwich, Holy Trinity, Maidenstone Hill - - N. 10	693 0 0	307	157 10 3
57	Groombridge N. 4	221 10 0	52 8	22 19 9 2 1 8
57	Hadlow - N. 3	437 0 0	101	76 6 8
63	Hamstreet - B. 7	- - -	59 27	27 13 2 7 10 10
64	Harbledown N. 7	111 10 0	71 4	25 8 11 1 13 4
64	Hardres, Lower N.	38 0 0		
59	Harrietsham Ch.	90 0 0		
60	Hawkhurst - N. 1	83 19 0	145 14 59	64 4 0 3 11 8 27 15 0
49	Hayes - - N. 11	- - -	15	6 7 6
59	‡Headcorn - N.			
66	Herne - - N. 4	260 15 0	88 23 139	42 4 2 7 7 6 69 13 2
66	Herne Bay - Ch. 4	- - -	13	3 15 10
52	Higham - N. 2	174 0 0	99 13	47 8 4 5 2 6
57	Hildenborough N. 12	168 10 0	86	37 19 11
53	Hoo - - N.	*75 0 0		
50	Horton Kirby N.	170 0 0		
72	Hougham Ch. Ch. - - N. 7	300 0 0	218	124 6 0
73	Hythe - - N. 11	400 0 0	255	166 19 10
64	Ickham - Ch. 4	- - -	88 13	40 17 2 4 15 10
56	Ide Hill - Ch. 12	- - -	77 30	29 6 8 9 6 2
55	Ightham - N. 3	- - -	74	36 9 0
49	Keston - N. 4	212 8 0	37 10	17 6 2 2 13 4
72	Kingsdown - P. 11	17 18 11	61	37 4 11
62	Kingsnorth - N. 2	102 2 6	53	17 14 7
49	Knockholt - N.	362 0 0		
80	Lamberhurst N.	*59 0 0		
55	Larkfield - N. 3	197 0 0	140	80 2 8
70	Lawrence, St., (Ramsgate) N. 4	58 0 0	90	41 12 0
70	Lawrence, St., (Ramsgate), Trinity - Ch. 4	444 6 0	142	67 17 8
36	Lee - - N. 11	- - *b*	185 133	85 5 2 88 14 3
36	Lee, Infant N. 11	- - -	134	64 17 6
36	Lee, Boys - B. 1	- - -	65	37 13 0
36	Lee Chapel, Girls - - B. 1	- - -	49	15 5 8
59	Leeds - - N.			
59	Lenham - N. 3	105 0 0	95	43 17 6
36	Lewisham, Avenue Road - W. 3	- - -	33	14 15 11
36	Lewisham Bridge - B. 1	- - -	156	70 7 8
35	Lewisham Road - B. 3	- - -	124	56 14 0
36	Lewisham, St. Mary's - N. 10	700 0 0	229	96 18 10

b For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
58	Loose - - N. 3	96 0 0	129	65 10 4
54	Luton (near Chatham) - N. 1	260 0 0	141	72 0 0
			12	5 1 8
74	Lydd - - N. 11	200 0 0		*a*
78	Lyminge, Endowed - N. 5	136 0 0	46	22 9 4
58	Maidstone, All Saints' - N. 6	735 0 0	346	199 7 2
			20	8 5 0
58	Maidstone Heath - N. 6	177 15 0	53	23 14 6
58	Maidstone - U.			
58	Maidstone, St. Faith's N. 6	- - -	112	41 11 8
			45	15 10 10
58	Maidstone, St. Mary's - R. 5	- - -	38	21 14 0
58	Maidstone, St. Paul's - N. 6	741 14 6	326	162 0 2
			18	6 3 4
58	Maidstone, St. Peter's - N. 6	428 12 6	203	106 13 0
			37	14 17 6
58	Maidstone, St. Philip's N. 6	339 5 0	131	57 2 6
58	Maidstone, Trinity (Model) N. 6	480 0 0	226	114 0 6
55	Malling, East N. 3	187 10 0	122	54 12 3
55	Malling, West, Endowed, Boys and Girls - N. 3	272 6 8	138	60 6 0
			14	4 11 8
58	Marden - N. 2	553 0 0	98	43 9 0
			16	5 1 8
72	Margaret, St. (at Cliffe) - N.	40 0 0		
54	Margaret, St. (near Rochester) - N. 5	537 7 6	226	113 13 8
70	Margate - B. 4	596 0 0	198	104 17 10
70	Margate, St. John's - N. 4	475 0 0	265	134 15 0
			34	11 5 0
70	Margate, Holy Trinity - N. 4	275 0 0	256	122 10 2
52	Meopham - N. 2	169 0 0	68	25 18 10
55	Mereworth - Ch. 5	- - -	46	6 6 11
51	Milton, Ch. Ch. - - N. 4	- - -	155	74 19 9
68	Milton (nr. Sittingbourne) N. 1	300 0 0	88	22 9 3
70	Minster - N. 4	395 0 0	134	63 3 2
70	Monkton - N.			
68	Murston - N. 1	210 0 0	53	20 12 11
			14	3 15 0
58	Nettlestead - N. 3	156 10 0	52	34 5 6
74	Newchurch - N.	40 0 0		
68	Newington - N. 1	105 0 0	82	35 19 8
70	Nicholas, St. at-Wade - N. 3	100 16 5	59	8 5 7
71	Northbourne, St. Augustine's - N. 5	145 10 0	85	51 2 10
52	Northfleet - N. 4	*115 0 0	243	101 17 3
	" - "	25 0 0		
67	Ospringe, Mixed - N. 1	- - -	108	52 9 6
57	Paddock Wood N. 3	147 4 0	85	44 14 8
64	Patrixbourne and Bridge N.	120 0 0		
55	Peckham, East - - N. 3	391 15 0	197	94 6 0
55	Peckham, East, Infant and Juvenile - 3	- - -	53	26 0 6
55	Peckham, West and Oxen Hoth- P. 3	- - -	50	23 1 6
57	Pembury - B. 7	- - -	46	28 17 4
56	Penshurst - N. 3	- - -	127	56 3 10
64	Petham - N.	70 0 0		
49	Plaistow, St. Mary's - Ch. 11	- - -	—	*a*
55	Platt, St. Mary - N. 3	169 0 0	112	51 19 0
			13	0 16 8
			116	66 17 8
55	Plaxtol - N. 3	171 0 0	13	4 17 6
			71	35 19 4
62	Pluckley - N. 2	102 7 3	10	3 11 8
36	Plumstead, Burrage Rd., Infants - 10	150 0 0	137	65 5 8
36	Plumstead, Central - Ch. 10	1,985 0 0	538	286 11 2
36	Plumstead, Central, East Plumstead Branch - Ch.			
36	Plumstead, East, Endowed - N. *b*			
36	Plumstead Slade - Ch.	184 10 0		
36	‡Plumstead, West, St. James' - N.			
71	Preston - N.	*25 0 0		
69	Queenboro' - N.	152 0 0		
68	Rainham - N. 1	327 0 0	183	71 9 8
70	Ramsgate, Ch. Ch. - N. 4	506 0 0	226	112 2 10
70	Ramsgate, Newcastle Hill, Infants.			
70	Ramsgate, St. Augustine's R. 5	- - -	34	16 17 4
70	Ramsgate, St. George's - N. 4	188 15 0	329	180 7 0
			26	8 6 8
72	Ringwould - P. 11	- - -	59	23 10 10
54	Rochester, St. Nicholas' - N. 5	630 0 0	227	110 12 2
54	Rochester, St. Peter's, Boys, Girls, and Infants - - N. 5	- - -	205	102 5 6
			26	8 10 0
54	Rochester, St. Peter's, Delce, Infant - N. 5	- - -	74	35 16 4
61	Rolvenden - N. 2	*100 0 0	49	19 2 3
74	Romney, New N. 11	126 10 0	133	53 5 2
52	Rosherville, St. Mark's - N. 4	- - -	123	49 19 4
			30	8 3 4
57	Rusthall - N. 6	- - -	191	94 14 5
			36	13 11 8
73	Saltwood - N. 11	88 5 6	85	60 3 1
73	Sandgate - N. 11	275 0 0	161	102 7 7

a Due, but not paid.

b Merged into Plumstead Central N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
60	Sandhurst - Ch. 1	- - -	86	40 1 2
71	Sandwich - N. 7	- - -	104	66 1 5
56	Seal - - N. 12	166 5 0	51	18 15 0
73	Sellindge - N. 3	- - -	79	39 19 0
56	Sevenoaks, St. John's - N. 12	- - -	71	30 16 1
62	Shadoxhurst N.	30 0 0		
69	Sheerness - B.	*275 0 0		
69	Sheerness, Trinity - N. 5	*250 0 0 66 9 9	398	169 17 2
69	Sheerness, St. Henry and St. Elizabeth R. 7	- - -	64	14 19 11
67	Sheldwich, The Leys, United N. 4	- - -	100	46 7 10
55	Shipbourne - N. 3	210 0 0	48	21 13 4
36	Shooter's Hill N. 10	200 0 0	49	20 0 6
56	Shoreham - P. 12	- - -	72	23 10 2
60	Sissinghurst, Infants and N.			
60	Sissinghurst (Lady de Spaen's) - N.			
60	Sissinghurst (Mrs. H.Cleaver's) N.			
68	Sittingbourne N. 1	230 0 0	172	82 16 0
62	Smarden, Dadson's, Free -	320 0 0		
55	Snodland - N. 2	277 8 9	172	70 19 2
57	Southborough N. 6	320 0 0	175 22	88 12 2 8 1 8
50	‡Southfleet, Endowed.			
57	Speldhurst - N. 3	462 0 0	127 12	69 4 4 3 10 0
73	Standford - N.	25 0 0		
71	Staple - - N. 5	84 0 0	33	0 13 4
66	Stephen's, St. (near Canterbury) - N. 7	120 0 0	83	41 9 3
59	Stockbury - N.	50 10 0		
53	Stoke, St. George - R.			
73	Stowting - N.	55 0 0		
52	Strood - - N. 5	252 0 0	236	115 7 4
66	Sturry - - N.	60 0 0		
56	Sundridge - N. 12	175 8 9	55 19	20 2 11 5 5 10
50	Sutton-at-Hone - - N. 2	364 0 0	49	23 8 2
59	Sutton Valence, United N. 3	42 0 0	83 10	40 13 4 3 5 0
59	Sutton Valence - - B. 4	- - -	62	46 6 2
50	Swanley, St. Paul's (Sutton-at-Hone) N. 2	- - -	72	28 19 8
50	Swanscombe and Stone - N.	70 0 0		
73	Swingfield Minnis - N.	150 0 0		
36	Sydenham - N. 10	*35 0 0	256	107 17 10
36	Sydenham, Lower, Bell Green, Inft. - 10	- - -	60	26 3 4
36	Sydenham - W. 1	- - -	53	23 11 4
61	Tenterden - N. 4	448 0 0	149 9	61 4 10 2 9 2
61	Tenterden - B. 7	- - -	141	32 7 10
61	Tenterden, St. Michael's - Ch. 2	178 10 0	58	24 14 10
58	Teston - - N. 3	- - -	68	28 8 4
70	Thanet, St. Peter's - N. 4	155 0 0	98	41 1 10
70	Thanet, St. Peter's, Reading Street Infant - 4	- - -	33	17 0 0
71	Tilmanstone Ch. 6	- - -	36	18 17 6
58	Tovil, St. Stephen's - N. 3	153 0 0	46	20 15 6
55	Trottersclife N.	104 0 0		
57	Tunbridge - N. 6	- - -	181 19	65 9 4 5 10 10
57	Tunbridge, St. Stephen's - N. 6	583 0 0	189 35	89 8 0 9 7 6
57	Tunbridge, St. Stephen's, Infant - N. 6	- - -	106	47 4 10
57	Tunbridge Wells, Free Chapel - 6	40 0 0	130	72 12 0
57	Tunbridge Wells, Girls and Infants - - N. 6	- - -	96	44 12 6
57	Tunbridge Wells, Grosvenor United - 7	- - -	98	63 14 4
57	Tunbridge Wells, Royal Victoria 6	- - -	130	78 13 4
57	Tunbridge Wells, St. Augustine's R. 5	- - -	24	12 3 2
57	Tunbridge Wells, St. James - N. 6	- - -	189 34	92 2 8 10 15 0
57	Tunbridge Wells, St. John's - Ch. 6	281 8 0	168	78 10 4
57	Tunbridge Wells, Trinity N. 6	- - -	122	71 4 0
57	Tunbridge Wells, Trinity, Middle N. *a*			
57	Tunbridge Wells, Windmill Fields Ch. 6	- - -	70	30 8 0
57	Tunbridge - W. 7	- - -	87	53 10 4
68	Upchurch - N.	54 0 0		
71	Walmer and Ringwould N. 5	*106 0 0 760 0 0	118	48 5 4
64	Waltham - N.			
55	Wateringbury N. 3	- - -	130 14	78 19 6 3 11 8
56	Weald, Sevenoaks - - P. 12	- - -	*b*	
56	Westerham N. 12	322 0 0	127 25	63 1 5 4 19 2

a Removed from inspection.

b Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
62	Westwell - N. 11	- - -	46	35 1 4
			8	3 3 4
66	Whitstable and Seasalter, Charity - N. 11	- - -	293	89 15 0
63	Willesborough N. 2	87 0 0	78	25 15 3
50	Wilmington Ch. 2	174 17 6	91	47 3 8
			13	3 2 6
71	Wingham - N. 6	- - -	89	44 14 6
61	Woodchurch N. 4	90 6 3	106	46 10 6
			12	3 5 0
71	Woodnesborough - N. 5	95 0 0	69	28 5 11
35	Woolwich - N. 9	289 0 0*a*	398	200 8 0
			457	193 12 0
			10	6 5 0
35	Woolwich, North - Ch. 7	- - -	179	84 1 8
			6	0 15 0
35	Woolwich, Power St. - B.	*225 0 0		
35	Woolwich, Pres. Ch. District - 1	1,400 0. 0	384	201 16 4
36	Woolwich, Royal Arsenal 10	- - -	95	*b*
35	Woolwich, St. Peter's - R. 5	758 0 0	416	202 8 6
35	Woolwich, St. Thomas' N. 9	1,436 0 0	398	167 5 2
			20	4 13 4
35	Woolwich, Holy Trinity - - N. 9	- - -	90	13 18 4
35	Woolwich, St. Michael and All Angels - - N. 9	- - -	164	63 1 2
71	Worth - Ch.			
55	Wouldham - N. 1	- - -	42	14 1 0
55	Wrotham - N. 3	100 0 0	77	40 11 0
63	Wye, Lady Joanna Thornhill's.			
58	Yalding - N. 2	474 6 0	122	54 0 0
			42	14 5 0
58	Yalding, St. Margaret's N. 2	144 0 0	66	10 15 0
	LANCASHIRE.			
474	Abney, Mossley Brow - B. 10	- - -	284	180 14 0
477	Accrington, Abbey Street W. 3	- - -	112	74 8 10
477	Accrington, Ch. Ch. - N. 3	683 0 0	130	81 8 0
			43	17 14 2
477	Accrington, New Jerusalem - B. 3	- - -	307	188 9 6
			44	14 15 0
477	Accrington, St. James' - N. 3	91 0 0	478	190 14 1
477	Accrington, St. James', Infants - N.	208 0 0	99	23 1 9
480	Accrington, St. Oswald's R. 3	- - -	172	88 1 1
			89	23 7 6

a For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
477	Accrington (Union Street) - W. 3	- - -	331	184 18 4
			29	12 0 10
481	Adlington - Ch. 2	354 3 11	82	34 19 7
484	Admarsh - N.	*23 0 0	25	8 15 10
462	Aigburth - N. 10	333 0 0	225	115 17 6
			24	6 11 8
469	Ainsworth - N. 6	*150 0 0	70	38 15 0
			15	4 5 10
486	Aldingham - Ch.			
482	Alstone Lane R. 5	- - -	57	27 11 11
464	Altcar - - N. 3	- - -	43	17 14 0
478	Altham - N. 3	- - -	41	20 18 2
			20	7 11 8
469	Andrew's, St. (Ramsbottom) - - B. 5	- - -	53	30 7 2
			21	7 9 2
477	Antley - W. 5	- - -	164	87 6 0
463	Appleton - R. 5	- - -	72	20 16 8
471	Ardwick, Chancery Lane - W. 5	- - -	113	58 6 4
471	Ardwick, Pin Mill - - B.		404	213 3 10
471	Ardwick, Pin Mill Brow, Bank Meadow - - W. 11	- - -	108	35 3 6
471	Ardwick, St. Aloysius' - R.			
471	Ardwick, St. Thomas' - N. 12	- - -	458	216 14 8
			78	19 11 8
465	Ashton in Makerfield R. 5	- - -	213	117 14 8
482	Ashton (on Ribble) - Ch. 10	- - -	70	35 9 6
465	Ashton-le-Willows, Rectory Ch. 6	110 0 0	166	67 13 0
465	Ashton, in Makerfield, St. Thomas' N. 6	250 0 0	167	76 15 2
			12	4 8 4
474	Ashton-under-Lyne, Ch. Ch. (Charlestown) - N. 10	845 10 0	124	64 9 0
474	Ashton-under-Lyne, New Jerusalem - B. 12	- - -	74	26 10
474	Ashton-under-Lyne - - P. 10	850 0 0	360	190 7
474	Ashton-under-Lyne, St. Ann's - R. 6	- - -	342	175 19
			200	74 6 8
474	Ashton-under-Lyne, St. James' - N. 10	- - -	126	49 18 4
474	Ashton-under-Lyne, St. Peter's - N. 10	*300 0 0	287	151 9 8
	" " - "	60 0 0		
465	Aspull - - N. 3	- - -	114	61 13 6
			25	9 5 10
465	Aspull - - R. 4	- - -	49	26 13 6
465	Aspull - - W. 10	- - -	95	67 8 11

b No grant claimed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
467	Astley - - N. 2	303 0 0	226	100 14 6
468	Astley Bridge Ch. 4	984 0 0	188	96 3 8
			17	4 15 10
468	Astley Bridge (Bolton) Bapt. 11	- - -	115	56 3 8
			256	116 7 8
467	Atherton - N. 2	691 6 6	29	7 5 10
467	Atherton, Chanters - Ch. 2	- - -	66	33 17 4
			21	5 14 2
474	Audenshaw, Mixed - N. 10	550 0 0	221	134 11 2
			161	90 1 6
474	Audenshaw - B. 6	- - -	21	6 10 10
464	Aughton - P. 2	- - -	69	31 2 8
477	Bacup, Ch.	584 14 0	180	121 0 2
	Ch. - - N. 3		33	34 17 6
477	Bacup, Mechanics' Institute 1	- - -	82	32 5 6
477	Bacup, St. John's - N.			
477	Bacup, St. Mary's - R. 3	- - -	131	55 3 6
			121	38 18 1
477	Bacup - - W. 2	362 0 0	325	179 0 8
477	Bacup, Wesley Place - - W. 3	- - -	136	69 5 9
			34	16 3 4
476	Bagslate - B. 1	- - -	64	43 18 0
			63	23 0 10
476	Balderstone, St. Mary's (Rochdale) - N. 6	- - -	371	258 2 6
			98	33 12 7
469	Bamford - Ch. 2	- - -	58	52 19 2
			12	4 6 8
471	Bank Meadow B.	300 0 0		
486	Bardsea - Ch.			
474	Bardsley - N. 5	397 0 0	115	62 15 6
			25	10 0 10
486	Barrow-in-Furness - N. 6	900 0 0	356	200 2 2
486	Barrow-in-Furness, Dalton Road - W. 6	- - -	231	80 19 0
486	Barrow-in-Furness, St. James' - N. 7	- - -	321	149 4 0
478	Barrowford - N.	231 15 0		
470	Barton-upon-Irwell - N. 2	270 0 0	*a*	
470	Barton-upon-Irwell, All Saints' - R. 11	- - *b*	85	41 13 8
			80	42 19 2
470	Barton-upon-Irwell - W. 3	- - -	70	33 17 8
477	Baxenden - N. 3	- - -	66	42 8 6
			29	9 15 10
477	Baxenden - W. 5	- - -	72	40 19 3
			15	8 2 11
467	Bedford in Leigh - N. 10	200 0 0	74	31 14 0
			12	3 8 4
467	Bedford in Leigh, Old - 10	- - -	86	30 8 9
			16	3 5 8
476	Belfield (Messrs. Benecke's) N.			
469	Besses o'th' Barn Day 1	- - -	104	61 12 2
			251	131 14 6
464	Bickerstaffe N. 2	200 0 0	21	7 17 6
485	Billinge - N.	56 10 0		
469	Birch, St. Mary's (in Middleton) N. 3	*121 0 0	61	44 8 0
465	Birchley - R. 5	775 0	134	73 12 4
464	Birkdale - Ch. 9	- - -	84	35 16 6
			16	5 5 0
464	Birkdale, St. Joseph's - R. 9	- - -	56	19 6 11
483	Bispham - - P. *c*	30 0 0		
480	Blackburn, Chapel Street Congregational 4	- - -	199	113 6 3
			598	346 3 8
480	Blackburn, Ch.	1,555 0 0	84	31 0 1
	Ch. - - N. 11		593	338 1 7
			76	23 19 8
480	Blackburn, Mill Hill, Independent - 4	- - -	156	100 14 4
			33	4 2 6
480	Blackburn (Nova Scotia) B.	*150 0 0		
480	Blackburn, St. Alban's, Boys - - R. 3	- - -	167	98 17 4
			52	21 16 8
480	Blackburn, St. Alban's, (Girls and Infants) - - R. 3	- - -	412	205 8 10
			95	33 1 0
480	Blackburn, St. Anne's, Boys - - R. 3	- - -	161	69 8 0
			134	35 15 0
480	Blackburn, St. Anne's, Girls - R. 3	- - -	291	156 12 2
			84	33 13 4
480	Blackburn, St. John's - N. 11	800 0 0	796	467 7 10
480	Blackburn, St. Luke's - N. 12	740 0 0	397	208 8 9
			78	30 16 2
480	Blackburn, St. Michael's - N. 1	304 6 8	267	141 5 2
			53	19 2 6
480	Blackburn, St. Paul's - Ch. 1	1,207 0 0	277	144 7 10
			46	18 18 4
480	Blackburn, St. Peter's - N. 12	- - *b*	292	154 18 2
			43	9 14 2
			280	151 1 6
			32	8 10 0
480	Blackburn, St. Peter St. W. 4	670 0 0	222	129 11 9
480	Blackburn, St. Thomas N. 12	300 0 0	593	342 6 5
			110	41 0 10
480	Blackburn, Holy Trinity N. 12	418 0 0	408	230 14 7
			45	8 19 8
473	Blackley - Ch. 2	197 0 0	199	68 14 2
473	Blackley, Barnes Green - Ch. 2	202 0 0	103	49 9 8
473	Blackley, St. Andrew's - N. 2	174 0 0	76	41 17 10
483	Blackpool, Boys - - N. 5	- - -	220	121 17 4
			26	8 11 8
483	Blackpool, Girls - - N.			
483	Blackpool, St. John's, Infants - - Ch. 5	367 0 0	106	49 9 0

a Due, but not paid. *b* For two years. *c* Removed from inspection.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
483	Blackpool - W. *a*			
465	Blackrod - N. 2	528 0 0	210	105 17 6
465	Blackrod, Scot Lane End - - Ch.	118 0 0		
468	Bolton - le-Moors - B. 4	*250 0 0	159	96 8 4
468	Bolton - le-Moors, Bark Street, Infant 3	- - -	81	23 11 9
468	Bolton - le-Moors, Bridge Street - W. 9	311 0 0	355	160 11 0
468	Bolton - le-Moors, Ch. Ch. - - N. 3	561 0 0	254	89 4 10
468	Bolton - le-Moors (Emmanuel District) - N. 2	671 17 1	382 54	225 9 6 24 16 8
468	Bolton - le-Moors (Fletcher St.) - W. 4	- - -	370	223 6 6
468	Bolton - le-Moors, Girls P. 3	- - -	247	125 19 10
468	Bolton, Halliwell Road - W. 10	- - -	166	85 12 6
468	Bolton - le-Moors, Industrial Ragged.			
468	Bolton - le-Moors, St. James' - N. 2	- - -	346 89	151 6 10 35 2 6
468	Bolton - le-Moors, St. Mark's - N. 3	1,737 0 0	366 56	177 2 8 20 1 8
468	Bolton - le-Moors, St. Mary's - R.			
468	Bolton - le-Moors, St. Peter's and St. Paul's - R. 11	622 0 0	291 82	140 17 0 27 7 6
468	Bolton, Trinity, Branch 3	- - -	73	30 3 6
468	Bolton - le-Moors, Holy Trinity (Trinity Street) N. 3	*240 0 0 365 0 0	468 20	227 1 4 5 10 0
485	Bolton - le-Sands, Industrial - N.	65 16 0		
468	Bolton, Little, All Saints' - N. 3	760 0 0	375 96	192 10 8 45 11 8
468	Bolton, Little, St. George's N. 3	530 0 0	381 32	182 9 2 10 13 4
462	Bootle - - N. 4	*200 0 0	288	124 17 6
462	Bootle, Ch. Ch. - - N. 4	- - -	199 33	96 10 10 11 2 6
462	Bootle, St. James - R. 3	- - -	87	20 17 2
462	Bootle, St. John's - N. 5	645 14 4	324	148 18 10
473	Bradford-cum-Beswick - Ch. 3	691 5 0	341 47	192 12 8 18 2 6

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
486	Brathay District - N. 5	- - -	32	15 6 4
468	Breightmet, Roscoe Fold, Endowed - 4	- - -	117	51 6 8
481	Bretherton, Free Endowed - Ch.	126 0 0		
478	Briercliffe, St. James' - N. 3	492 0 0	109	56 13 4
478	Brierfield - N. 3	247 0 0	164 69	109 9 9 24 18 9
481	Brindle - P. 1	- - -	52	23 13 0
481	Brindle - R. *b*			
472	Brindle Heath N. 10	335 8 2	328	152 17 0
486	Broughton-in-Furness - Ch.			
472	Broughton, Lower Duke Street - N. 3	913 0 0	160	88 6 10
472	Broughton, St. John's - N.			
482	Brownedge, St. Mary's - R. *c*			
469	Buckhurst - N. 6	*112 0 0 168 0 0	47	35 5 0
476	Buckley Factory 6	- - -	66	40 8 0
476	Buersill and Lower Place N. *d*	301 0 0		
471	Burnage - N.	337 0 0		
478	Burnley - N.	*100 0 0		
478	Burnley, St. Peter's (Pickup Croft), Infants - N. 2	299 0 0	370 138	163 17 3 47 15 0
478	Burnley, Fulledge - - W. 5	- - -	362 56	215 12 10 23 16 8
478	Burnley, Fulledge Meadow School of Hope. *e*			
478	Burnley Lane Head - - N. 3	50 0 0	104	53 2 6
478	Burnley, St. Aloysius' - R. 3	- - -	88 71	36 12 0 22 10 10
478	Burnley, St. Andrew's - N. 2	320 0 0	211 67	91 16 1 22 19 0
478	Burnley, St. James' - N. 3 " " "	*200 0 0 277 0 0	244 48	147 11 0 17 3 4
478	Burnley, St. Mary's - R. 3	- - -	208 107	96 12 10 35 9 2
478	Burnley, St. Paul's (Lanebridge) - N. 3	568 0 0	201 58	110 7 6 21 0 0
478	Burnley, Salem Chapel, Congregational 5	- - -	102	46 16 5
478	Burnley - W. 5	807 0 0	544	227 6 5
464	Burscough - R. 9	- - -	43	14 18 8
469	Bury, Bank Street - B. 7	- - -	220	115 10 0
469	Bury, Central N. 7	- - -	236	96 10 8
469	Bury (Clarke Street) - W. 9	- - -	313	178 5 6

a School not existing. *b* Removed from inspection. *c* School closed for a time.
d School pulled down, and children transferred to Balderstone, St. Mary's, N.S. *e* School closed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Bury, Industrial and Reformatory.			
469	†Bury, Ragged.			
469	Bury, Rochdale Road, Christian - Ch. 11	- - -	91	43 16 2
469	Bury, St. John's - N. 7	370 0 0	341	167 9 8
			18	42 2 6
469	Bury, St. Mary's - R. 11	- - -	106	52 3 2
			70	24 16 8
469	Bury, St. Paul's - N. 7	150 0 0	176	119 7 10
469	Bury, St. Paul's (Hudcar) - Ch. 5	- - -	101	55 5 2
469	Bury (Huntley) St. Paul's Ch. 7	- - -	79	55 4 10
469	Bury, St. Peter's - N. 7	309 12 6	122	75 14 8
			21	7 4 2
469	Bury, St. Thomas - N. 7	362 13 9	158	103 13 4
469	Bury, Holy Trinity - N. 6	513 0 0	333	155 19 2
			39	17 10 10
470	Cadishead - W. 2	- - -	70	25 3 10
485	Carnforth - Ch. 10	- - -	55	15 15 4
			7	1 12 6
486	Cartmel - N. 6	554 0 0	109	14 9 10
486	Cartmel Grammar	58 4 0		
476	Castleton - B. 2	- - -	127	79 14 2
476	Castleton Moor - Ch. 6	- - -	105	63 11 10
485	Caton - N. 6	226 0 0	139	89 1 8
475	Chadderton, St. John's Ch. 5	- - -	338	199 17 2
			56	17 6 8
472	Charlestown B.	*115 0 0		
472	Charlestown, Pendleton Club - - 1	- - -	59	33 15 7
472	Charlestown (Pendleton), St. George's N. 9	- - -	224	95 14 4
			23	9 0 10
472	Charlestown (Pendleton), St. George's, Infants - N. 9	417 12 0	143	66 14 4
481	Charnock Richard - Ch. 2	341 0 0	55	36 9 0
			7	1 2 6
			83	28 12 8
479	Chatburn - N. 4	248 0 0	24	6 19 11
480	Cherry Tree (Blackburn) Ch. 1	- - -	82	37 10 9
			20	5 16 8
479	Chipping (Preston) - R. 4	- - -	45	25 17 6
481	Chorley Parish - N. 2	*156 0 0	192	98 14 2
	" "	203 0 0	30	10 1 8
481	Chorley, St. George's - N. 2	188 0 0	289	151 0 4
481	Chorley, St. Mary's - R. 4	500 0 0	392	194 8 7
			29	8 7 6
481	Chorley, St. Peter's (Eanes Place) - N. 2	254 0 0	126	67 1 8
			35	10 4 2
481	Chorley - W. 2	- - -	258	98 9 3

a School not existing.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
471	Chorlton-cum-Hardy - N. 4	150 0 0	70	42 10 10
471	Chorlton-on-Medlock, Grosvenor Square Pres. 10	221 0 0	249	151 2 6
471	Chorlton-on-Medlock, St. Luke's - N. 12	583 2 0	286	134 7 8
471	Chorlton-on-Medlock, St. Matthias - N. 2	- - -	81	44 7 10
471	Chorlton-on-Medlock, St. Paul's - N. 4	- - -	192	90 6 10
471	Chorlton-on-Medlock, St. Saviour's - N. 2	455 0 0	440	236 0 4
471	Chorlton-on-Medlock, St. Stephen's - N. 4	- - -	338	187 4 4
486	Church Coniston - Ch. 6	- - -	183	70 3 0
480	Churchkirk Ch. 4	760 13 8	166	102 0 10
			113	39 2 6
464	Churchtown B. *a*	*35 0 0		
480	Clayton - le-Moors - N. 4	761 19 10	333	204 6 2
			99	43 4 2
481	Clayton - le-Woods - N.	40 0 0		
470	Clifton - Ch. 2	- - -		*b*
479	Clitheroe - N. 4	*300 0 0		
	" - "	52 3 2	189	74 18 6
479	Clitheroe - R. 3	- - -	133	67 16 6
479	Clitheroe, St. James', Infants and N. 4	310 0 0	225	103 15 9
			28	7 2 4
479	Clitheroe - W. 5	- - -	214	136 9 11
			37	12 15 10
480	Cockerbrook B.	*50 0 0		
485	Cockerham (Free) - P. 6	96 0 0	91	55 15 0
475	Coldhurst - Ch. 5	554 2 0	188	104 1 6
			39	14 15 10
473	Collyhurst (Manchester), Albert Memorial - Ch. 4	715 15 0	412	185 3 2
			30	7 1 8
473	Collyhurst (Manchester), St. Oswald's N. 1	- - -	199	94 12 10
473	Collyhurst, St. Catherine's, New Town N. 11	461 6 8	353	174 10 2
			71	23 9 2
478	Colne - - N. 2	500 0 0	362	212 16 0
			64	17 5 0
478	Colne, Ch. Ch. N.	150 0 0		
478	Colne (Waterside) - - N. 3	380 0 0	241	137 7 8
486	Colton - - P.			
481	Coppull - N. 2	222 8 6	79	39 9 6
478	Cornholme - B. 2	- - -	120	85 0 8
			21	6 19 2
482	Cottam - R. 5	- - -	36	17 19 10
475	Cowhill - W. 7	- - -	292	150 18 6

b Due, but not paid.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
476	Cowpe - - N. 11	- - -	78	47 18 6
			27	12 0 10
477	Crawshaw Booth - N. 4	- - -	116	68 11 10
			46	23 13 4
477	Crawshaw Booth - W. 2	- - -	127	82 12 11
466	Croft, Endowed Ch.	217 0 0	59	24 7 4
475	Crompton, East - - Ch. 5	750 0 0	160	95 7 4
			62	22 13 4
475	Crompton, High - - N. 5	377 0 0	180	116 6 4
			63	24 15 10
462	Crosby, Great N. *a*	72 6 0		
462	Crosby, Great R. 3	449 0 0	140	78 13 8
464	Crossens - N. 9	*108 0 0	119	58 8 10
473	Crumpsall, Lower, St. Thomas - N. 3	494 10 0	153	79 12 8
480	Culvert - N. 11	- - -		*c*
464	Cunscough - R.			
486	Dalton - in-Furness - N. 7	528 7 6	557	306 15 6
480	Darwen Congl. Chapel - 4	- - -	221	100 10 4
468	Daubhill, Iron 3	- - -	117	57 14 2
470	Davyhulme - W. 12	- - 0	79	47 4 3
			75	33 13 4
468	Deane (at Rumworth) N. 3	*50 0 0	154	45 10 0
	" "	99 0 0		
476	Dearnley - N. 6	- - -	73	17 3 7
486	Dendron - N.	169 12 6		
474	Denton, Ch. Ch. - - N. 10	500 0 0		*c*
474	Denton, Methodist - F.C. 10	- - -	200	84 2 11
			44	17 19 10
474	Denton and Haughton - N. 10	500 0 0	193	105 15 10
471	Didsbury (Endowed) N. 3	100 0 0	103	64 12 6
			11	4 2 6
471	Didsbury and Barlow Moor W. 10	- - -	161	94 11 4
471	Didsbury Village, Infant - - 3	- - -	42	19 13 11
463	Ditton, St. Mary's - R. 10	- - -	45	21 4 2
463	Ditton - - W. 10	- - -	76	38 18 10
477	Doals - - B. 1	- - -	54	36 6 4
			30	9 13 4
485	Dolphinholme N. 5	- - -	43	32 5 0
479	Downham - N.	*75 0 0		
474	Droylesden - B. 7	- - -	397	210 18 8
			106	33 13 4
474	Droylesden Castle - Undl. 7	- - -	68	40 14 4
			20	8 8 4
468	Eagley Mills B. 4	- - -	183	131 16 8
480	Earcroft - N. 1	- - -	113	67 10 6
			56	16 10 0
466	Earlstown, District, Infants - - N. 6	614 0 0	157	73 13 6
470	Eccles Par. Ch. N. 2	697 14 7		*c*
470	Eccles (Broomhouse Lane) N. 2	- - -		*c*
470	Eccles, St. Mary's - R. 11	- - -	154	76 1 2
			82	30 9 3
472	Eccles, Weaste Lane - - N. 4	201 0 0	133	80 11 2
			13	4 4 2
480	Eccleshill, (Oven Darwen), St. James - N. 11	32 0 0	120	84 16 4
			22	9 15 0
484	Eccleston, Great, Clarendon Ch. 5	- - -	68	26 0 0
484	Eccleston, Great - R. 5	- - -	43	20 18 10
463	Eccleston, St. Thomas' - N. 1	746 13 6	501	245 10 10
			42	17 13 4
477	Edenfield - N. 3	629 0 0	207	132 11 4
			43	16 7 6
468	Edgeworth - N. *a*	*45 0 0		
468	Edgeworth - W. 5	- - -	135	56 14 5
			23	5 9 2
468	Egerton - B. 9	- - -	165	107 1 6
			57	19 0 6
485	Ellel - - N. 6	641 0 0	113	52 14 2
485	†Ellel - - B.			
469	Elton, All Saints' - N. 7	574 0 0	313	187 6 4
480	Enfield, Infants - - 4	- - -	164	86 18 8
			24	13 11 3
481	Euxton - N.	*126 0 0		
481	Euxton, St. Mary's - R. 4	- - -	80	46 1 2
462	Everton, Ch. Ch. - - N. 6	860 0 0	785	422 10 10
			19	4 15 10
462	Everton, Great Homer Street Chapel - W. 11	1,223 0 0	338	167 6 4
			430	236 5 10
462	Everton, St. Chrysostom's, Mill Street N. 6	638 19 8	282	129 2 8
			51	12 15 10
462	Everton, St. George's - Ch. 6	1,700 0 0	418	174 10 8
462	Everton, St. Peter's - N. 4	1,650 0 0	605	260 19 0
462	†Everton and Kirkdale, St. Mary's - N.		11	3 15 10
477	Ewood Bridge N. 4	*70 0 0	71	42 14 4
			18	6 3 4
476	Facit - - W. 5	- - -	168	82 1 2
473	Failsworth - N. 10	*270 0 0	65	20 10 10
	" "	22 5 0	140	74 1 4
	Fairfield, Kensington. *See* Kensington.			
462	Fairfield, Moravian. *a*			
476	Falinge, Infts. N. 5	- - -		
463	Farnworth (near Warrington) N. 6	342 0 0	64	37 11 8
468	Farnworth, St. John's, near Bolton N. 2	*250 0 0	212	117 0 10
	" "	270 0 0	233	98 9 7
468	Farnworth (near Bolton) - W. 4	- - -	37	10 19 2
			200	123 7 3
			46	16 11 8

a School closed. *b* For two years. *c* Due, but not paid.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
486	Far Sowry and Hawkshead - N.	*60 0 0		
478	Fence - N. 3	230 0 0	62	33 2 4
			7	2 9 2
482	Fernyhalgh, St. Mary's - R. 5	- - -	48	34 11 0
483	Fleetwood-on-Wyre, St. Mary's - R. 10	- - -	124	60 14 4
			14	5 1 8
483	Fleetwood, Testimonial N. 5	387 5 0	354	137 12 5
470	Flixton - P. 2	400 0 0	*a*	
478	Foulridge - N. 3	270 0 0	86	56 9 4
			15	5 10 10
488	Freckleton - N. 5	*63 0 0	102	42 0 8
	" "	40 2 9	29	10 10 10
484	Garstang - R. 6	432 0 0	126	62 3 4
484	Garstang, St. Michael's - N.	104 0 0		
462	Garston - N. 10	354 2 65	285	101 4 8
			27	7 9 2
			279	96 16 2
462	Gillmoss, St. Swithin's - R.			
485	Glasson, Ch. Ch. - Ch. 6	80 0 0	61	33 3 6
475	Glodwick, Ch. Ch. - N. 5	550 0 0	451	281 19 10
			201	87 3 2
467	Golborne - N. 3	- - -	22	8 15 0
478	Goodshaw Booth - N.	*234 0 0		
477	Goodshaw and Loveclough N. 4	117 0 0	118	77 3 6
			25	13 15 10
471	Gorton, St. James' - N. 12	*142 0 0	137	58 5 3
			139	37 7 6
471	Gorton, St. Mark's - N. 11	- - -	285	123 3 4
471	Gorton, St. Patrick - R. 11	379 4 4	239	118 15 6
			128	46 17 7
475	Greenacres, Congregational - B. 7	- - -	138	70 7 4
			43	11 5 10
476	Greenbooth Mills Works 1	- - -	90	50 1 10
			21	5 4 2
477	Green Howarth Ch.	304 0 0		
478	Habergham, All Saints' - N. 2	228 0 0	266	184 1 6
			57	22 0 10
478	Habergham Eaves - P. 2	534 0 0	387	225 14 8
			30	13 3 4
465	Haigh - N. 10	- - -	84	29 0 11
463	Halewood - N. 10	82 0 0	111	61 12 0
468	Halliwell, Dean Mills B. 4	- - -	178	131 4 10
			14	3 11 8
468	Halliwell, St. Luke's - Ch. 3	808 0 0	121	52 14 10
			18	7 1 8
468	Halliwell, St. Paul's - N. 4	- - -	330	209 5 4
			30	9 11 8
468	Halliwell, St. Peter's Jubilee - - 3	40 0 0	119	58 11 2
			15	4 17 6
464	Halsall - N. 2	- - -	168	44 0 2
485	Halton - N. 6	- - -	87	54 5 0
484	Hambledon N. *c*	*40 0 0		

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
476	Hamer, All Saints' - N. 6	285 15 0	199	103 3 4
473	Harpurhey - N. 3	- - -	130	45 14 2
468	Harwood, Ch. Ch. - - N. 4	176 0 0	64	34 1 10
480	Harwood, *Gt.* N. 11	*123 0 0	345	168 7 10
	" "	139 13 4	37	15 10 10
480	Harwood, Great - B. 5	- - -	148	81 15 10
480	Harwood, Great, St. Hubert's - R. 3	- - -	117	71 1 8
			26	9 0 0
477	Haslingden - N. 4	318 2 6	455	258 12 5
			139	77 1 4
477	Haslingden - W. 2	- - -	190	127 18 8
			20	5 16 8
477	Haslingden, The Grane - N. 4	*120 0 0	38	25 9 6
			15	5 12 6
477	Haslingden, Grane - W. 2	- - -	38	21 8 7
474	Haughton Dale Mills - 10	- - -	97	51 9 2
486	Hawkshead - N. *d*		36	14 13 4
469	‡Hawkshaw Lane - - N. *c*			
466	Haydock - N. 10	*120 0 0	129	83 8 0
	" "	119 7 6		
466	Haydock Colliery - B. 5	- - -	162	76 12 10
			38	12 6 8
477	Heald - W. 3	- - -	67	50 15 5
			32	8 3 4
476	Healey - N. 6	365 0 0	200	135 15 8
			32	8 6 8
469	Heap Bridge 9	- - -	107	59 6 10
			17	3 14 2
481	Heapey - N. 2	- - -	69	41 10 8
			19	12 12 6
452	Heaton Mersey, St. John's - Ch. 11	747 0 0	192	87 10 8
452	Heaton Norris, Ch. Ch. N. 12	- - -	*a*	
452	Heaton Norris, St. Mary - R. 11	- - -	129	46 5 5
			120	34 13 4
			160	74 14 8
			114	51 5 0
452	Heaton Norris, St. Thomas P. 11	- - -	56	21 10 4
463	Helen's, St. (Church St.), Infant and Sunday - -	165 0 0		
463	Helen's, St., Cowley's Charity - B.	265 0 0		
463	Helen's, St., Crown Glass Works - 6	- - -	49	15 19 6
			116	59 8 4
463	Helen's, St., Duke Street, Infant - Ch. 1	200 0 0	125	60 1 6
463	Helen's, St., The Gerard R. 5	- - -	144	61 8 4
463	Helen's, St., Greenbank R. *e*	- - -	213	100 5 0

a Due, but not paid. *b* For two years. *c* School closed. *d* School not existing.
e School now broken up, and children transferred to St. Helen's, Victoria, R.C.S.

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	LANCASHIRE—*cont.*			
463	Helen's, St. (Lowe House) R. 5	- - -	357	178 10 2
			18	6 0 0
463	Helen's, St. (Moorflat) N. 1	- - -	357	180 3 0
			32	9 3 4
463	Helen's, St. (Parr Mount), HolyTrinity N. 1	459 13 4	293	114 16 10
			19	6 0 10
463	Helen's, St., Ragged - B 5	- - -	90	36 6 1
463	Helen's, St. (St. Joseph's) R. 5	740 0 0	341	169 9 9
			17	5 15 11
463	Helen's, St., Victoria - R. 5	- - -	68	36 15 1
463	Helen's, St. - W. 5	500 0 0	244	105 15 4
			12	4 0 0
478	Hey Houses and Sabden N.	*75 0 0		
475	Heyside, St. Mark's District - - 5	- - -	101	49 9 4
			33	8 15 10
469	Heywood, Mechanics' Institute - B. 4	- - -	119	67 19 10
			62	23 17 1
469	Heywood, New Jerusalem Factory - B. 3	- - -	266	175 3 6
			68	20 5 0
469	Heywood, Queen St. - W. *a*			
469	Heywood, St. James' - N. 7	*360 0 0	409	283 19 0
	" - "	44 6 0		
469	Heywood, St. James' (Heady Hill) - - N. 7	235 5 0	106	72 10 0
469	Heywood, St. Joseph's - - 11	- - -	146	84 1 6
			90	26 16 6
469	Heywood, St. John's - N. 7	232 2 6	208	122 1 2
469	Heywood, St. Luke's, William St. N. 7	*78 0 0	260	160 0 0
		1,832 0 0	56	19 16 8
	" - "			
478	Higham - N.	*50 0 0		
465	Hindley - Ch. 12	- - -	248	124 11 0
465	Hindley, St. Benedict's - R. 4	835 4 0	275	126 19 2
			134	46 12 1
465	Hindley - W. 10	- - -	100	73 4 4
480	Hippings - W. 3	- - -	400	243 1 7
			88	28 10 0
480	Hoddlesden - N. 11	171 0 0	78	50 4 4
469	Holcombe - Ch. 6	- - -	114	65 13 6
			28	15 16 8
486	Holker - N. 6	- - -	134	65 10 6
477	‡Hollinbank, Evening - B. 5			
475	Hollins - W. 2	- - -	101	52 19 4
466	Hollins Green Ch. 11	- - - *c*	54	30 11 4
			56	27 16 8
475	Hollinwood - N. 5	*180 0 0		
	" - "	22 8 0	274	159 6 8
	Hollymount, B. *See* Rawtenstall.			
482	Hoole - - N.	200 0 0		
485	‡Hornby - N.			

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	LANCASHIRE—*cont.*			
468	Horwich (Bolton) - - N. 2	- - -	103	43 2 8
471	Hulme, Ch. Ch. B. 11	- - -	171	108 15 6
471	Hulme, Operatives' - 5	- - -	315	155 5 3
471	Hulme, Radnor Street - W. 10	- - -	254	117 16 8
471	Hulme, St. Gabriel's - Ch. 2	- - -		*d*
471	Hulme, St. George's - N. 12	- - -	342	185 17 2
471	Hulme, St. John the Baptist's N. 2	902 0 0	502	275 19 6
471	Hulme, St. Mark's - Ch. 3	428 2 9	234	110 19 2
			36	11 11 8
471	Hulme, St. Mary's - N. 11	- - -	363	176 12 2
471	Hulme, St. Michael's - Ch. 11	620 0 0 *c*	408	188 10 8
			22	7 8 4
			409	208 12 0
471	Hulme, St. Paul's - N. 11	- - -	245	123 5 10
471	Hulme, St. Philip's - N. 1	2,400 0 0	580	294 14 2
			71	17 12 6
471	Hulme, St. Stephen's - N. 4	643 10 0	296	149 18 6
			66	17 16 8
471	Hulme, Holy Trinity - N. 1	*208 0 0	453	245 0 4
			16	5 18 4
471	Hulme, Wilmot Street, Free - - 1	- - -	134	71 12 0
			39	12 10 10
468	Hulton, Little St. John the Baptist - N. 2	- - -	84	39 16 6
			37	8 5 10
474	Hurst - - N. 10	384 0 0	109	52 19 10
474	Hurst - - B. 7	- - -	174	102 6 10
479	Hurst Green N.	60 0 0		
479	Hurst Green R. 3	- - -	113	51 14 10
465	Ince, St. Catherine's N. 12	452 2 6	325	162 6 10
			42	19 8 4
465	Ince - - W. 1	- - -	142	54 2 6
			13	4 12 6
462	Ince Blundell R. 3	- - -	82	1 10 0
465	Ince in Makerfield, Hall of Ince - - N. 3	- - -	189	80 19 2
			19	6 9 2
484	Inskip - - N. 5	125 0 0	62	45 1 10
469	Irwell or Bury (Peel Street) N.	*225 0 0		
	" - "	75 0 0		
468	Kearsley Moor Ch. 6	- - -	141	59 10 10
462	Kensington (Fairfield) N. 5	574 5 0	244	110 9 1
472	Kersall, St. Paul's - N. 3	- - -	131	81 11 2
			15	6 4 2
468	Kersley, New Jerusalem - B. 1	- - -	224	71 5 8
			18	5 17 10
462	Kirkby - N. 4	- - -	72	38 11 8
462	Kirkdale Industrial - U.			
462	Kirkdale, St. Aidan's - Ch. 11	- - - *c*	276	116 18 10
			273	103 0 9
462	Kirkdale, St. Mary's - N. 10	150 0 0	533	263 4 4
483	Kirkham N. 5	- - -	263	132 7 7

a Amalgamated with Heywood Mechanics' Institution B.S. *b* School not existing. *c* For two years.
d Due, but not paid.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
483	Kirkham, The Willows - R. 10	- - -	66	37 4 0
462	Knotty Ash, St. John the Evangelist P. 5	- - -	141	63 5 0
463	Knowsley - N. 4	- - -	78	60 1 4
465	Lamberhead Green, Atherton - - W. 10	684 0 0	160	111 1 10
			45	31 9 2
465	Lamberhead Green - N. 12	270 10 0	202	56 13 7
			20	6 6 8
	Lancashire, East, Union of Institutes:—			
477	Accrington.			
477	Burnley (1).			
478	Burnley (2).			
478	Crawshaw Booth.			
477	Haslingden.			
478	Nelson-in-Marsden.			
477	Newchurch-in-Rosendale.			
478	Padiham.			
478	Padiham, Literary.			
477	Rawtenstall.			
485	Lancaster - B. 6	*150 0 0		
	„ - „	11 11 11	62	35 18 7
485	Lancaster (Parish), Boys - N. 5	120 0 0	524	285 17 4
485	Lancaster, Girls and Infants - N. 5	140 0 0	362	191 0 11
485	Lancaster - R. *a*			
485	Lancaster, St. Anne's, Girls and Infants N. 6	- - -	270	148 1 8
			49	15 7 6
485	Lancaster, St. John's - N. 6	244 1 3	135	21 7 4
485	Lancaster, St. Thomas' - N. 6	924 13 4	396	242 10 2
464	Lathom, St. James' - N. 2	200 0 0	95	59 13 6
			10	3 15 0
482	Lea - - R. 5	250 0 0	34	18 10 10
			13	3 15 10
485	Leck, Boys - Ch. 6	- - -	24	14 19 6
474	Leesfield - Ch. 5	- - -	368	202 17 8
			153	50 15 10
474	Lees Zion, Methodist New Connexion - 3	- - -	200	128 18 2
			63	26 2 6
467	Leigh - - N. 3	325 0 0	159	77 6 8
			76	19 13 4
467	Leigh - - B. 9	- - -	85	40 8 0
467	Leigh - - W. 9	- - -	85	46 12 9
467	Leigh, Lately Common - N.	45 0 0		
471	Levenshulme N. 11	494 0 0	160	87 14 6
468	Lever, Little N.	209 0 0		
468	Leverbridge N. 4	- - -	181	113 10 8
481	Leyland - N. 2	*232 0 0	111	46 0 3
	„ - „	70 0 0		

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
486	Lindale (in Cartmel) - Ch. 6	*50 0 0	72	18 16 5
486	‡Lindale (in Marton) - N.			
462	Litherland - R. 3	- - -	52	26 4 6
			7	2 5 10
462	Litherland, St. Philip's - Ch. 3	308 0 0	79	36 9 7
476	Littleborough N. 6	170 0 0	91	61 3 4
			26	7 18 4
461	Liverpool, Akbar Float Frigate Reformatory.			
461	Liverpool, All Saints' N. 5	854 13 4	348	128 0 4
461	‡Liverpool, Blackstock St., Our Lady's R. 1	- - -	144	61 13 6
461	Liverpool, Bond Street Ragged - 11	- - - *b*	160	26 1 9
			247	98 4 5
462	Liverpool, Brunswick (Prescot Street) - W. 11	1,220 13 0	533	286 0 8
461	Liverpool, Caledonian Free 11	- - -	250	117 8 0
461	Liverpool, Ch. Ch. - N. 7	*337 0 0		
	„ - „	17 6 8	283	120 11 0
461	Liverpool, Cranmer (Vauxhall Road) - W. 11	1,779 0 0	325	128 16 0
461	Liverpool, Edge Hill Reformatory (44, Mason Street.			
462	Liverpool, Harrington B. 11	- - 5	447	220 18 0
			443	219 18 4
461	Liverpool, Hibernian - B. 11	418 0 05	391	213 9 6
			396	217 3 6
461	Liverpool, Holy Cross R. 2	1,200 0 0	502	218 14 0
			136	43 4 6
461	Liverpool, Hope St. - B. 12	- - -	446	254 1 0
			66	29 6 8
461	Liverpool, Jordan Street - W. *c*			
461	Liverpool, Moorfields, Old Church N. 5	1,063 0 0	335	144 5 0
			27	10 14 2
462	Liverpool, Mount Carmel - - R. 2	- - -	236	114 18 10
461	Liverpool, Mount Pleasant - B. 11	- - -	207	127 12 4
461	Liverpool, Mount Vernon Green, Girls' Reformatory.			

a Removed from inspection. *b* For two years. *c* School pulled down.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
461	Liverpool, North (Bond Street) - N. 5	92 6 8	300	94 9 10
461	Liverpool, Practising - R. 1	- - -	142	88 18 8
461	Liverpool, Prince Edwin Street - R. *a*			
462	Liverpool, Ragged Industrial.			
461	Liverpool, Russell St., Welsh Charity - - 7	- - -	340 95	150 14 0 40 10 10
462	Liverpool, St. Alban's - R. 2	- - -	455	245 11 6
461	Liverpool, St. Andrew's (Slater Street) N. 5	- - -	192	84 3 8
462	Liverpool, St. Ann's (Edgehill) - R. 2	826 15 5	449	237 4 6
461	Liverpool, St. Anthony's - R. 2	- - -	745	233 10. 2
462	Liverpool, St. Augustine's N. 6 " " - "	*300 0 0 951 15 0	342	177 12 6
461	Liverpool, St. Augustine's - - R. 2			
461	Liverpool, St. Barnabas' - N. 7	831 1 0	188	82 11 4
461	Liverpool, St. Bartholomew's N. 7	413 10 0	164	55 7 6
462	Liverpool, St. Bride's N. 5	*625 0 0	332	139 0 8
461	Liverpool, St. Catherine's N. 5	*200 0 0	229	107 7 11
462	Liverpool, Edgehill, St. Catherine's N.	318 0 0		
461	Liverpool, St. Columba's Ch. 10	- - -	113	50 15 8
461	Liverpool, St. Elizabeth's Reformatory (Soho Street) - R.			
462	Liverpool, St. Francis Xavier's - R. 2	1,223 0 0	834	454 14 2
462	Liverpool, St. George's Industrial - R.			
461	Liverpool, St. Helen's - R. 1	- - -	589	254 18 10
462	Liverpool, St. James' (Toxteth Park) N. 5	314 13 4	272 17	122 6 0 2 2 6
461	Liverpool, St. John's - N. 10	352 10 0	186 44	77 2 0 12 15 0
462	Liverpool, St. John's (Toxteth Park) N.	*450 0 0		
462	Liverpool, St. Jude's (Edge Hill) N. 7	- - -	465 21	200 13 10 5 4 2
461	Liverpool, St. Luke's - N. 5 " - "	*190 0 0 24 16 0	283 56	128 9 4 27 1 8
461	Liverpool, St. Mark's N. 7	800 0 0	258	101 1 2
461	Liverpool, St. Martin's - N. 7	650 0 0	148	60 17 4
462	Liverpool, St. Mary's (EdgeHill) Ch. 7	1,500 0 0	521	214 6 0
461	Liverpool, St. Mary Magdalene Ch. 7	- - -	171	74 7 0
461	Liverpool, St. Mary's, Raye St. - R. 2	1,017 0 0	708	283 10 0
461	Liverpool, St. Matthew's Ch. 6	- - -	315	48 12 6
461	Liverpool, St. Nicholas' - R. 1	- - -	254 86	138 18 9 25 16 7
462	Liverpool, St. Oswald's - R. 2	- - -	281 50	128 17 5 19 8 4
461	Liverpool, St. Paul's - Ch. 7	- - -	219	99 6 2
462	Liverpool, St. Paul's (Prince's Park) - N. 11	600 0 0	593 84	316 8 6 46 8 4
461	Liverpool, St. Peter's, Boys, Girls, and Infants R. 1	- - -	483	260 1 2
461	Liverpool, St. Peter's, Boys - - R. *b*			
461	Liverpool, St. Saviour's - N. 11	2,277 0 0		*c*
461	Liverpool, St. Silas - Ch. 5	- - -	71	24 1 11
461	Liverpool, St. Silas, Free Ch. 11	- - -	116	35 0 2
461	Liverpool, St. Simon's N. 11	700 0 0	350	170 0 8
461	Liverpool, St. Thomas' (Frederick St.) - N. 4	- - -	51	7 5 8
462	Liverpool, St. Thomas' (Mount Vernon) - R. 1	10 0 0	336	170 0 4
462	Liverpool, St. Thomas' (Toxteth Park) - N. 5	937 0 0	291	117 1 0
461	Liverpool, St. Thomas' and St. William's (Edgar St.) R. 2	- - -	628	264 17 9
461	Liverpool, St. Titus - - N. 9	534 17 8	358	100 11 11

a School not existing. *b* Now amalgamated with St. Peter's, R. C. (B., G., and I.) *c* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
461	Liverpool, Soho St. Ragged.			
461	Liverpool (South), Cornwallis Street - N. 5	42 3 4	217	84 19 4
461	Liverpool, The Friends, Free, Hackin's Hey - B. 11	- - *a*	455 457	190 11 6 206 14 11
462	Liverpool, Toxteth - B. 12	- - -	279	117 14 3
462	Liverpool, Toxeth Park, Holy Trinity, Ragged - 9	- - -	299	82 18 4
462	Liverpool, Toxteth Park, Hyslop Street, Girls' Mission 11	- - -	271	105 0 3
462	Liverpool, Toxteth Park, Girls' Industrial Ragged.			
462	Liverpool, Toxteth Park Reformatory, Wellington Rd.			
462	Liverpool, Toxteth Park, Holy Trinity - Ch. 7	949 0 0	244	118 12 0
461	Liverpool, Trinity - Ch. 11	- - *a*	247 274	113 12 4 122 2 0
461	Liverpool, Vauxhall, All Souls' - N. 11	1,453 0 0 *a*	207 191	95 19 8 84 6 0
461	Liverpool, Vauxhall, Eng. Pres. 1	- - -	82	20 1 6
462	Liverpool, Windsor, St. Clement's - N. 9	1,025 18 9	641	262 19 4
462	Liverpool (Windsor St.) W. 4	720 12 6	488	259 12 10
461	Liverpool, Workhouse U.			
482	Longridge - N. 10	287 19 3	198	118 8 10
471	Longsight, St. John's - N. 3	497 10 0	44 21 183	11 8 4 7 15 10 105 17 10
486	Lowick - Ch. 6	277 0 0	125	74 8 8
467	Lowton, St. Mary's - N. 6	- - -	149 32	83 4 7 11 12 10
464	Lydiate - Ch. 2	- - -	50	6 18 0
464	Lydiate - R. 2	140 10 0	43	23 13 2
483	Lytham, St. John's - Ch. 5	277 7 6	118	46 18 8
483	Lytham, St. Peter's - R. 10	- - -	81	36 14 4
464	Maghull - N. 4	30 0 0	127	48 0 8
471	Manchester, All Saints' Ch. 3	- - -	254	142 16 2
473	Manchester, All Souls' - N. 11	334 0 0		*b*
473	Manchester, Ancoats (Chalmer's), Mill St. Pres. 12	- - -	386 118	226 7 9 40 10 0
473	Manchester, Ancoats, Lyceum Factory - B. 4	- - -	125	87 16 0
473	Manchester, Ancoats (Piercy St.) Pres. *c*			
473	Manchester, Ancoats, St. Alban's R. 10	- - -	215 122	81 1 11 40 18 4
473	Manchester, Ancoats, St. Andrew's (St. Andrew's Square) - N. 12	*300 0 0 907 0 0	292	157 6 4
473	Manchester, Ancoats, St. Anne's - R. 10	- - -	444 14	205 17 4 46 9 6
471	Manchester, Birch, St. James' - N. 3	- - -	170	98 2 4
473	Manchester (Buxton St.), Infants - 4	- - -	143	78 6 4
473	Manchester Cathedral - N. 1	*400 0 0 36 0 0	223	107 4 4
473	Manchester, Cathedral Charity, Girls 11	27 4 8	51	*d*
473	Manchester (Cheetham Hill Rd.) Jews' 3	- - -	260	155 1 4
473	Manchester (Cheetham Hill) - W. 11	- - -	160	111 0 2
473	Manchester, Free - - 3	- - -	329	188 9 4
473	Manchester (Granby Row) - N. 11	200 0 0		*b*
471	Manchester (Hyde Road), St. Matthew's N. 4	- - -	340 19	164 16 4 6 2 6
473	Manchester, Lever St. - W. 11	- - -		*b*
473	Manchester, Lower Mosley St. - B. 11	*820 0 0	692	403 9 10
473	Manchester, Marshall St. B. 10	- - -	735	316 9 4
473	Manchester (Miles Platting), Institute - B. 10	- - -	423 35	227 1 0 4 7 6
473	Manchester (Miles Platting), St. John's, Argyle Street Ch. 11	- - -		*b*

a For two years. *b* Due, but not paid. *c* School closed. *d* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount. £ s. d.
	LANCASHIRE—*cont.*			
473	Manchester, New Jerusalem Church 11	- - -	661	398 2 8
473	Manchester, Newtown, Ashley Lane 1	- - -	79	13 6 5
471	Manchester, Rusholme Road - W. *a*			
473	Manchester, Ragged, Industrial, and Reformatory (Ardwick Green).			
473	Manchester and Salford Ragged and Reformatory.			
473	Manchester, St. Alban's N. 11	- - -		*b*
471	Manchester, St. Alphonsus' R. 10	- - -	204	109 1 0
471	Manchester, St. Andrew's Pres. 5	- - -	39	15 11 1
473	Manchester, St. Andrew's (Baird St.) N. 12	- - -		*b*
473	Manchester, St. Anne's - N. 11	571 0 0		*b*
473	Manchester, St. Augustine's R. 10	- - -	644 105	289 19 6 44 9 2
473	Manchester, St. Barnabas' - N. 1	1,153 18 4	375	204 6 6
473	Manchester, St. Catherine's N.	654 0 0		
473	Manchester, St. Chad's (Cheetham Hill) - R. 10	620 0 0	633 77	364 3 5 25 16 8
473	Manchester, St. James' - N. 1	700 0 0	89	39 16 10
473	Manchester, St. John's - N. 2	66 0 0	340	168 15 6
473	Manchester, St. Jude's - N. 1	- - -	268 48	135 1 6 16 0 0
473	Manchester, St. Luke's (Cheetham Hill) - N. 2	- - -	86	59 19 8
473	Manchester, St. Luke's (Cheetham Hill), Infants - N. 2	505 0 0	79	38 0 6
470	Manchester, St. Margaret's, Cornbrook St., Chorlton Road - N. 1	- - -	141	47 4 6
473	Manchester, St. Mark's (Cheetham Hill) - N. 1	263 18 4	223	128 6 2
473	Manchester, St. Mary's R. 10	460 0 0	269 91	131 9 8 35 4 2
473	Manchester, St. Matthew's N. 1	461 2 6	128	64 6 4
473	Manchester, St. Michael's - N. 3	780 13 4	159	66 19 2
473	Manchester, St. Patrick's - R. 10	- - -	475 139	233 16 6 39 16 4
473	Manchester, St. Paul's (Bennet St.) - 2	- - -	124 123	63 1 2 31 15 10
473	Manchester, St. Paul's (Turner Street) - 2	- - -	39	18 4 4
473	Manchester, St. Peter's (Oldham Road) Ch. 4	- - -	164	87 0 2
473	Manchester, St. Philip's, Bradford Road - Ch. 11	786 13 7	—	*b*
471	Manchester, St. Silas' - - N.	612 0 0		
471	Manchester, St. Stephen's - Par.	701 2 0		
473	Manchester, St. Thomas' (Redbank) N. 2	531 0 0	237 608	119 3 6 330 4 4
471	Manchester, St. Wilfred's - R. 10	- - *c*	199 607 156	60 15 10 347 17 4 52 4 0
473	Manchester, St. William's - R. 10	- - -	296	155 5 10
471	Manchester, Tomlinson Street, Dom. Mission 5	- - -	105	47 14 7
473	Manchester, York Street, St. Augustine's R. 10	- - -	111 170	57 17 6 100 5 10
478	Marsden, Gt. N. 3	250 0 0	46	15 18 5
478	Marsden, Little - N.	*100 0 0 6 19 0		
478	Marsden, Little (Lomeshaye), Undenoml. 5	346 6 10	248 98	136 3 8 35 9 3
481	Mawdsley - N.	85 0 0		
481	Mawdsley - R.	223 0 0		
481	Mawdesley - W. 6	- - -	27	15 2 6
473	Mayfield - B. 11	- - -	220	125 12 10
480	Mellor Brook N. *a*	*110 0 0		
464	Meols, North P. 9	1,000 0 0	307	138 16 8
484	Michael's, St., on Wyre - N. 5	- - -	103	54 10 4
463	Micklehead Green - B. 5	- - -	57	19 5 3
482	Middleforth Ch. 11	- - -	94	38 18 4
475	Middleton - N. 3	321 0 0	118 75	60 14 8 20 19 2
475	Middleton, Barrowfields, Mixed - N. 3	135 0 0	147	66 10 3
475	‡Middleton, Infants - N.			
475	Middleton, New Jerusalem - 1	- - -	170	106 7 2
475	Middleton, Trinity - N. 3	- - -	106 89	58 7 4 14 14 2

a School closed. *b* Due, but not paid. *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
473	Miles Platting, Hulme Hall Lane - W. 9	- - -	83	15 2 9
476	Milnrow - N. 6	570 0 0	221	131 10 6
476	Milnrow - B.	90 0 0		
476	Milnrow, Newhey, Ch. *See* Newhey, N.S.			
482	Moor Park - W. 4	- - -	164	80 16 6
			39	11 7 6
			149	108 17 8
475	Moorside - Ch. 5	- - -	45	13 5 10
			83	33 2 0
463	Moss Bank - N. 1	303 0 0	23	10 14 2
474	Mossley, St. George's - N.	465 0 0	80	47 3 8
			39	19 0 10
474	Mossley, St. Joseph's - R. 11	- - *a*	88	48 19 3
			56	30 1 2
473	Moston - N.	174 0 0		
477	Musbury (Holin Branch) N. 4	- - -	127	84 15 8
			18	5 15 0
478	Nelson in Marsden, Infants - - 3	- - -	86	35 1 10
486	Newbarns - Ch. 6	- - -	51	14 2 6
464	Newburgh (Ormskirk) N. 3	- - -	133	57 8 10
468	New Bury (Bolton) - N. 3	- - -	201	105 9 4
			79	33 4 2
477	Newchurch, Mechanics' Institute - B. 2	- -	159	129 2 10
			78	25 5 0
477	Newchurch in Rossendale - - N. 4	- - -	157	107 19 2
467	Newchurch, near Warrington - Ch. 4	- - -	113	57 19 10
			48	19 16 8
476	Newhey - N. 6	207 0 0	127	79 4 4
482	Newsham, St. Mary's - R. 5	- - -	36	25 6 0
473	Newton Heath, All Saints' (No. 1) - N.	913 13 4		
473	Newton Heath, All Saints' (No. 2) - N. 4	254 6 8	153	64 6 0
			34	14 10 3
473	Newton Heath, All Saints', (No. 3) - N. 4	- - -	74	22 9 6
473	Newton Heath, All Saints', Infants - 4	- - -	240	69 18 0
			28	7 17 6
466	Newton in Makerfield, Crowe Lane, Infant - N. 6	- - -	36	21 0 2
466	Newton in Makerfield, St. Peter's - N. 6	1,216 0 0	61	28 6 4
476	Norden (late Blackpits) 6	128 0 0	79	49 5 8
			35	13 4 1
462	North Shore N. 10	- - -	144	37 13 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
476	Oakenrod (Factory) 6	- - -	114	81 11 6
			48	15 9 7
480	Oakenshaw - W. 5	- - -	138	85 6 4
			45	17 2 6
475	Oldham - B. *b*	*254 0 0		
475	Oldham, New Jerusalem - 6	- - -	169	99 2 0
			71	22 1 8
475	Oldham (St. Domingo Street) - W. 7	- - -	261	130 2 2
475	Oldham, St. James' (Greenacres Moor) N. 4	*165 0 0	279	188 9 0
		58 10 0		
475	Oldham, St. Marie's - R. 11	1,451 0 0	366	207 3 8
			178	68 19 2
475	Oldham, St. Mary's Parish Church 4	1,000 0 0	440	230 9 8
			104	31 8 4
475	Oldham, St. Peter's - N. 4	*588 0 0	419	191 7 8
		650 0 0		
475	Oldham, York Street - Ch. 4	- - -	165	67 15 10
471	Openshaw - N. 3	165 6 4	180	89 6 10
			41	17 19 2
471	Openshaw - W. 1	- - -	231	154 13 8
			55	21 19 2
466	Orford, Endowed - 9	12 0 0	103	52 9 8
464	Ormskirk - N. *c*			
464	Ormskirk, United Charity - 3	342 3 4	435	152 15 5
465	‡Orrell, St. James' - R.			
480	Oswaldtwistle, Belthorne, and Daisey Green - 4	*96 0 0	39	24 1 9
		479 0 0	15	7 5 10
480	Oswaldtwistle " Busk - - 4	*93 0 0	217	114 19 4
		45 0 0	65	25 10 10
480	Oswaldtwistle, Cabin End - N. 4	*120 0 0	112	72 5 6
	" " -	523 0 0	15	5 0 10
480	Oswaldtwistle, Newlane - N. 4	232 10 0	92	50 2 4
			24	7 6 8
480	Over Darwen, Bolton Road B. 9	- - -	146	51 10 10
480	Over Darwen, Belgrave - B. 12	- - -	117	59 7 7
480	Over Darwen, Trinity - N. 11	*200 0 0		*d*
		792 8 0		
472	Paddington, St. Paul's - N. 9	448 0 0	418	208 19 8
			26	6 17 6
472	Paddington, St. Paul's 2nd Infant N. 9	- - -	204	102 4 7
466	Padgate - N.	150 0 0		
478	Padiham Ch. 3	- - -	162	96 0 0
			76	23 10 0
478	Padiham - 3	465 0 0	48	24 13 4

a For two years.
b Discontinued as an elementary school for the education of the poor.
c Schools abandoned.
d Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
478	Padiham - B. 3	- - -	144	76 15 1
			62	20 18 6
478	Padiham W. 3	- - -	305	144 9 11
			91	29 19 2
474	Park Bridge (Leesfield) Works - 5	- - -	80	42 6 10
			16	7 5 0
465	Park Lane (Ashton-in-Makerfield) R. *a*			
463	Parr, St. Helen's - N. 12	336 16 8	166	70 6 4
463	Parr, St. Helen's, Brookfield Ch. 1	214 8 0	120	56 19 2
476	Patricroft, HolyCross - R. 11	- - 5	68	34 14 2
			62	33 6 2
479	Patricroft, Mechanics' Institute - B. 19	326 2 8	201	100 11 8
463	Peasley, Holy Trinity - N. 1	171 0 0	167	74 18 2
468	Peel, St. Paul's - Ch. 7	- - -	194	57 2 9
			45	14 19 2
465	Pemberton - - N. 2	- - -	82	35 18 10
			15	4 10 10
465	Pemberton (Goose Green) N.	*30 0 0		
472	Pendlebury, Ch. Ch., Boys and Infants N. 10	287 10 0	214	98 11 10
			64	14 13 4
472	Pendlebury, Ch. Ch., Girls and Infants 10	- - -	231	114 8 8
472	Pendlebury, St. John's - Ch. 10	- - -	209	103 5 10
			23	9 5 10
472	Pendleton, St. James' - R. 10	- - -	300	162 9 4
472	Pendleton, St. Thomas' - N. 10	*60 0 0		*c*
472	Pendleton, Brunswick W. 3	345 0 0	307	161 3 2
466	Penketh (Day Star) - - W. 9	270 0 0	63	41 7 10
486	Pennybridge N. 7	*70 0 0	91	45 12 8
	,, ,,	244 2 4	9	2 19 2
480	Pickup Bank N. *d*			
469	Pilkington (Park Lane) B. 3	- - -	217	106 3 4
484	Pilling - - N. 5	483 0 0	137	68 1 2
469	Pimhole - Ch. *d*			
469	Pits-o'-th'-Moor - - W. 9	- - -	191	121 14 0
480	Pleck Gate, St. John's - N. 12	- - -		*c*
465	Poolstock - Ch. 12	- - -	276	136 12 6
			31	11 5 10
483	Poulton-le-Fylde - - R. 10	- - -	64	11 0 1
485	Poulton-le-Sands - N. 6	740 0 0	163	81 11 6
463	Prescot, St. Mary's - R. 5	- - -	122	45 0 7
482	Preston, All Saints' - N. 10	406 5 0	486	274 5 8
482	Preston, Central - - N. 10	- - -	290	159 9 10
482	Preston, Ch. Ch. - - N. 10	*105 0 0	341	200 13 10
		1,142 0 0		
	,, ,,		182	105 3 9
482	Preston (Croft St.) - W. 4	- - -	51	15 14 4
482	Preston, Emmanuel Infts. N. 11	339 5 0	229	105 11 11
482	Preston, Grimshaw Street B. 4	- - -	153	84 2 4
			110	32 8 4
482	Preston (Orchard St.), United Methodist Free Church - Ch. 4	517 0 0	110	52 3 4
			67	20 19 2
482	Preston, St. Augustine's R. 9	- - -	263	107 5 10
			110	50 3 4
482	Preston, St. Ignatius' - R. 9	- - -	830	406 4 2
			112	25 2 6
482	Preston (Upper Walker Street) - R. *e*	320 0 0		
482	Preston, St. James' - N. 10	501 0 0	372	182 18 1
482	Preston, St. Joseph's (Ribbleton Lane) - R. 9	- - -	276	94 12 0
			52	20 8 4
482	Preston, St. Luke's, Infants - - N. 10	187 18 8	180	72 16 1
482	Preston, St. Mark's - N. 10	- - -	299	171 3 0
482	Preston, St. Mary's - N. 10	*250 0 0	522	300 13 6
	,, ,,	244 0 0		
482	Preston, St. Mary's St. W. 4	- - -	95	40 19 2
482	Preston, St. Paul's - N. 11	361 9 2	643	344 1 4
			54	12 11 8
482	Preston, St. Peter's, Brook St. - N. 11	222 0 0		
482	Preston, St. Peter's, Coldbath Street, Girls and Infants - N.	1,177 12 0	639	380 16 4
482	Preston, St. Thomas' - N. 10	483 0 0	576	292 1 8
			117	36 9 3
482	Preston, St. Thomas', Infants - - N.			
482	Preston, St. Wilfred's (Fox Street) R. 9	80 0 0	422	220 2 10
			139	51 5 10
482	Preston, The Talbot - R. 9	- - -	754	406 0 8
			182	61 0 0
482	Preston, Holy Trinity - N. 10	657 13 4	197	114 18 4
			13	4 17 10
473	Prestwich - N. 3	- - -	237	109 3 3
473	Prestwich (Rooden Lane) - B. 3	250 0 0	147	37 13 0

a School no longer exists. *b* For two years.
c Due, but not paid. *d* School closed.
e Now forms part of Preston, St. Ignatius, R.C.S.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
485	Quernmore - N. 6	*35 0 0	35	18 15 8
	" - "	92 5 0	13	3 10 10
469	Radcliffe, Bank Top - Ch. 6	450 0 0	89	49 13 10
	" "		39	13 10 10
469	Radcliffe, Black Lane Ch. 6	- - -	101	64 10 2
469	Radcliffe Bridge, St. John's - N. 7	212 0 0	304	218 0 2
			51	20 14 2
469	Radcliffe Bridge - W. 5	- - -	304	161 2 4
			19	7 14 2
469	Radcliffe Hall - - N. 6	*405 0 0	210	126 11 8
			13	5 0 10
469	Radcliffe, St. Thomas' - Ch. 7	- - -	181	104 12 6
			33	13 0 10
469	Radcliffe - W. *a*	130 0 0		
463	Rainford (at Crank Hill) N. 4	117 0 0	51	20 14 0
463	Rainford, St. Helen's - N. 4	209 5 0	163	52 6 8
463	Rainhill, St. Ann's - N. 5	175 0 0	124	52 16 0
			11	3 12 6
463	Rainhill (Boys) R.			
463	Rainhill (Girls) - R. 5	- - -	52	31 4 0
469	Ramsbottom, New Jerusalem - - 5	- - -	67	18 6 3
469	Ramsbottom, St. Paul's Ch. 2	- - -	156	41 10 11
463	Ravenhead Colliery - N. 1	- - -	105	40 13 2
463	Ravenhead (British Plate Glass Company's) - 7	- - -	275	161 7 9
			36	12 15 0
484	Rawcliffe Hall - - N. *b*			
477	Rawtenstall N. 4	*200 0 0	243	131 1 10
			72	28 8 4
477	Rawtenstall Branch - N. 4	- - -	67	29 2 7
			22	11 6 8
477	Rawtenstall (Holly Mount) B. 2	- - -	206	128 11 10
477	Rawtenstall, The Irwell - B. 2	- - -	170	101 15 1
			30	9 11 8
			174	101 8 10
477	Rawtenstall W. 2	- - -	27	11 5 10
478	Read (in Whalley) - N.	*60 0 0		
452	Reddish, Albert B. 6	- - -	80	43 5 6
473	Rhodes - Ch. 3	390 10 8	100	58 17 4
475	Rhodes, Print Works - B. 1	- - -	111	83 5 0
482	Ribchester - N. 4	- - -	62	34 17 3
			9	2 5 2
482	Ribchester, St. Peter and St. Paul - R.			
480	Rishton - R. *a*			
480	Rishton, St. Peter's - N. 1	- - -	118	69 13 10
			18	6 5 0
			108	59 4 0
480	Rishton - W. 5	- - -	28	14 3 4
467	Risley - Pres. 2	148 0 0	72	41 16 2

a School closed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
476	Rochdale - B.	*250 0 0		
476	Rochdale, Falinge, St. Edmund's Ch. 5	- - -	177	94 12 8
			23	9 16 8
476	Rochdale, Lower Place W. 2	- - -	292	144 5 3
			42	12 13 4
			387	262 17 4
476	Rochdale - P. 5	188 0 0	35	10 2 6
476	Rochdale, St. Alban's, Girls - N. 5	636 0 0	194	113 6 6
476	Rochdale, St. Chad's - N.	431 0 0		
476	Rochdale, St. James' - N. 5	- - -	204	111 17 2
			47	14 14 2
476	Rochdale, St. John's - R. 11	- - -	266	127 15 6
			90	23 2 4
476	Rochdale (St. Mary's District) - - N. 5	35 13 6	195	103 12 10
476	Rochdale, St. Patrick's - R. 11	- - -		*c*
476	Rochdale - W. 2	- - -	363	107 16 6
			41	13 0 10
478	Rough Lee - B. 5	- - -	39	29 5 0
475	Royton, St. Paul's - N. 5	15 0 0	234	143 11 3
			63	19 9 2
475	Royton - W. 2	- - -	135	75 2 2
471	Rusholme, Trinity, and Girls Industrial Ch. 12	598 15 0	170	87 6 0
			289	183 11 4
474	Ryecroft - B. 7	- - -	44	11 11 8
479	Sabden - B. 5	- - -	128	91 0 7
	Salem, Moravian.			
480	Salesbury - N. 5	240 0 0	45	24 13 4
			39	15 14 2
472	Salford, Adelphi - - R. 11	- - -	93	43 2 6
472	Salford (Broughton Road) - W. 3	- - -	207	92 13 11
472	Salford (Chapel Street), Girls Pres. - - 11	- - -		*c*
472	Salford, Ch. Ch. N. 2	- - -	408	212 2 8
			36	13 18 4
472	Salford (Ellor Street) - B.	*200 0 0		
		50 0 0		
472	Salford (Gravel Lane) - W. 3	- - -	455	251 16 2
			35	12 14 2
472	Salford (Great George Street) Model - N. 12	468 0 0	305	150 0 6
472	Salford, Indust. Ragged.			
472	Salford (Mount Carmel) - R. 10	- - -	320	156 1 5
472	Salford, Mount Street (Boys and Infants) Pres. - - 11	- - -	200	84 2 0
472	Salford, New Jerusalem Ch. 11	- - -	384	224 7 2

b Passed to other owners.

c Due, but not paid.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
472	Salford, St. Bartholomew's N. 12	437 0 0	272 33	136 11 4 9 10 10
472	Salford, St. Bartholomew's, The Egerton - Ch. 2	824 7 6	412	192 4 6
472	Salford, St. John's - R. 11	- - *a*	449 261 467 221	210 17 0 78 7 6 246 19 2 57 14 2
472	Salford, St. John's, Male Infant - R. 11	- - -	147	77 6 0
472	Salford, St. Matthias' - N. 2	500 0 0	444	230 12 2
472	Salford, St. - Peter's, Greengate - R. 11	475 0 0*a*	320 123 332 140	151 8 8 43 19 2 164 13 5 47 11 6
472	Salford, St. Philip's, Infants - N. 4	- - -	121	56 3 4
472	Salford, St. Simon's - N. 4	1,109 0 0	136	62 7 8
472	Salford, St. Stephen's - N. 4	- - -	238	121 2 0
472	Salford, St. Stephen's, Infants - Ch. 4	- - -	154	82 10 9
472	Salford, Trinity Ch.			
472	Salford, Woodbine St. Bible Christian S. 9	- - -	102	38 13 3
472	Salford, Working Men's College 2	- - -	256 28	131 7 5 5 16 8
482	Samlesbury - N.	*120 0 0		
466	Sankey Chapel N. 10	27 0 7	70	34 19 0
486	Satterthwaite and Rusland N.	100 0 0		
464	Scarisbrick Ch.			
484	Scorton - B. 6	- - -	38	18 0 11
485	Scotforth - N. 6	50 0 0	45	18 15 4
462	Seaforth - Ch. 11	259 0 0	163	75 0 0
468	Sharples, Messrs. Ashworth's B. 9	- - -	135	91 11 10
475	Shaw - - N. 5	*200 0 0	190	133 12 4
	" - - "	96 5 0	68	22 5 0
475	Shaw - - W. 4	- - -	151 24	61 8 10 6 18 4
476	Shawforth (Bacup) - W. 1	- - -	135 34	31 4 6 11 15 10
465	Shevington, Mixed - Ch.			
469	Shuttleworth N. 6	335 0 0	129 34	78 7 4 14 3 4
485	Silverdale - N. 6	87 0 0	43	11 2 0
483	Singleton - Ch. 5	- - -	47	35 5 0
485	Skerton, St. Luke's - N.	*120 0 0		
	"	30 0 0		
476	Smallbridge, St. John's - N. 6	*200 0 0	286	175 10 8
468	Smithill's Deane N.	60 0 0		

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
481	South Hill (Whittle-le-Woods) - R. 4	424 0 0	68	26 14 7
464	Southport - B. *b*	*60 0 0		
464	Southport, Ch. Ch. - N. 10	*57 0 0		
	" "	315 0 0	314	139 1 10
464	Southport, St. Mary's - R.			
464	Southport, St. Paul's (Boys, Girls, and Infants) N. 10	128 0 0	374	165 8 8
464	Southport (Talbot Street) W. 1	- - -	212	86 3 2
464	Southport, Holy Trinity - N. 10	1,147 15 0*a*	188 192 21	78 2 9 73 12 9 6 0 10
486	Southshore - N. 5	80 0 0	48	22 19 10
476	Spotland, St. Clement's - N. 6	*166 0 0	158	136 4 6
	" "	438 9 1	73	26 9 2
469	Stand - - N.	*270 0 0		
469	Stand Lane, Ratcliffe Bridge, St. John's - Ch. *See* Radcliffe Bridge, St. John's - N.			
465	Standish, Grammar - N. 12	- - -	224	70 3 4
462	Stanley, St. Anne's - N. 11	610 0 0	320	144 1 6
486	Staveley (in Cartmel), Endowed	32 0 0		
477	Stonefield - N. *c*	*60 0 0		
470	Stretford - N. 2	566 17 6		*d*
477	Stubbin's Congregational 2	- - -	69	35 15 7
476	Stubbylee, St. Saviour's Ch. 6	- - -	154 47 140	77 0 2 15 10 10 85 14 0
469	Summerseat W. 9	- - -	14	4 10 0
463	Sutton, St. Anne's - R. 10	- - -	182 28 317	102 7 2 12 8 4 150 14 2
463	Sutton, St. Helen's - N. 11	588 15 0*a*	24 306 18	6 13 4 149 17 8 6 3 4
463	Sutton, St. Joseph's - R. 5	754 0 0	235 41	102 14 4 14 5 10
470	Swinton - Ch. 10	- - -	*d*	*e*12 5 0
470	Swinton, Industrial - U.			
470	Swinton, Girls - Pres. 4	- - -	95	45 13 2
470	Swinton - W. 5	- - -	204	89 12 4
478	Symonstone N.	*52 0 0		
464	Tarleton - N. 5	*120 0 0	56	24 6 10
464	Tarleton (The Holmes) - N.	166 0 0		
475	Thornham - N.	*100 0 0		
485	Thurnham - R. 6	- - -	47	33 13 10
480	Tockholes - N.	50 0 0		
495	Todmorden, St. John's - B. 7	- - -	162 72	107 11 6 26 13 4

a For two years. *b* School not existing. *c* School closed for a time. *d* Due, but not paid.
e Addition to grant for 1868.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
495	Todmorden - N. 4	510 10 0	168	90 1 10
495	Todmorden Shade - Ch. 4	- - -	61	7 8 11
475	Tonge-cum-Alkrington N. 3	301 16 8	211	122 2 8
469	Tottington Mill - - B. 7	- - -	81	55 8 8
			22	9 6 8
469	Tottington, St. Anne's N. 7	*189 0 0	192	134 4 6
469	Tottington - W. 7	- - -	79	31 9 2
478	Towneley, Infants - - R. 3	- - -	151	83 14 4
478	Trawden - N.	140 0 0	154	91 2 2
477	Tunstead - N. 4	*110 0 0	74	24 6 8
480	Turncroft, St. John's - Ch. 11	- - -	199	117 6 2
			31	10 17 6
468	Turton - Ch. 3	- - -	154	79 13 8
			69	25 15 1
467	Tyldesley - Ch. 4	948 0 0	456	259 18 6
			25	7 14 2
481	Ulneswalton N.	35 0 0		
486	Ulverstone - N. 7	*150 0 0	499	235 0 6
	" - "	124 4 6		
486	Ulverstone - W. 6	- - -	90	45 17 3
469	Unsworth, St. George's - N. 6	452 0 0	105	55 6 8
469	Unsworth - W. *a*			
465	Upholland, Grammar, (Lower Division) 12	- - -	73	34 15 0
			14	5 15 0
465	Upholland, Lord Crawford's Ch.			
465	Upholland, Girls - - N. 12	198 0 0	41	10 15 6
465	Upholland Moor - N. 12	108 5 4	89	42 18 6
			8	2 15 0
470	Urmston Ch. 2	225 12 0		*b*
486	Urswick - Ch. 6	- - -	58	22 8 8
470	WalkdenMoorN.12	- - -		*b*
469	Walmersley, Ch. Ch. - N. 6	*150 0 0	99	60 19 4
			39	14 0 10
482	Walmer Bridge B. 4	- - -	115	64 15 10
			19	4 2 6
468	Walmsley - N.	*200 0 0		
	" - "	150 0 0		
462	Walton Breck, Trinity - N. 2	420 10 0	297	145 18 2
482	Walton, Higher Ch. 11	- - -	145	101 4 0
482	Walton-le-Dale N. 10	*300 0 0	203	145 11 6
		149 0 0	17	5 14 2
462	" - " Walton-on-the-Hill - - N. 11	- - -	130	61 8 4
476	Wardle - N. 6	270 0 0	110	45 14 0
			26	7 15 0
476	Wardle - W. 2	- - -	87	56 13 8
			25	9 4 2
466	Wargrave - N. 10	588 5 1	198	92 0 6
466	Warrington B. 10	532 10 0	221	100 5 10
466	Warrington, Heathside (St. Pauls' and Trinity - N. 11	442 0 0		*b*

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
466	Warrington, Model - P. 10	*500 0 0		
	" - "	31 1 0	552	278 16 7
466	Warrington, Girls, and Infants, Model N. 10	676 10 0		
466	Warrington, St. Alban's, Boys - R. 5	- - -	141	81 8 0
466	Warrington, St. Alban's, Girls and Infants - R. 5	639 0 0	200	92 13 8
466	Warrington, St. Ann's Ch. 10	415 0 0	221	86 5 5
466	Warrington, St. Paul's (Bank Quay) - Ch. 11	100 0 0	67	25 13 7
466	Warrington, St. Paul's, Newton Street, Infant - Ch. 11	95 0 0*c*	83	43 5 6
			98	42 19 10
469	Warth Mills B. 7	- - -	74	53 9 2
			61	25 2 6
485	Warton, Girls and Infants B. 6	- - -	35	19 3 10
485	‡Warton, Parish Grammar.			
475	Waterhead - N. 5	232 13 4	214	136 3 8
474	Waterloo (Ashton-under-Lyne), Methodist New Connexion - B. 12	- - -	67	30 5 7
462	Waterloo, Ch. Ch. - N. 5	211 0 0	127	59 17 2
462	Waterloo - W. 1	- - -	131	60 18 10
462	Wavertree, St. Bridget's - N. 9	- - -	60	14 19 3
462	Wavertree, St. Mary's Ch. 9	- - -	75	30 11 9
462	Wavertree, Infants - B. *d*			
462	Wavertree (Trinity) - Ch. 9	506 1 3	277	131 19 0
483	Weeton - N. 5	- - -	46	22 13 2
480	Wensley Fold N.	245 0 0		
475	Wernerth, Elementary - B. 7	- - -	95	56 15 8
			67	21 14 2
483	Westby, St. Anne's - R. 10	- - -	64	19 19 8
462	West Derby - P. 10	1,567 16 0	291	155 5 6
462	West Derby - U.			
468	West Houghton P. 4	612 0 0	174	89 8 0
			23	9 15 10
468	West Houghton, Daisy Hill, Infants - N.	43 0 0		
467	Westleigh - N. 2	- - -	154	91 1 8
			21	7 15 10
467	WestleighMill N. 2	- - -	165	96 15 0
479	Whalley - N. 4	*40 0 0	63	33 14 2
	" - "	183 0 0	17	6 10 10
481	Wheelton - N.	50 0 0		
481	White Coppice N.	75 0 0		

a School closed. *b* Due, but not paid. *c* For two years. *d* School sold.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
485	Whittington, Boys - - N. 6	- - -	33	11 15 0
485	Whittington, Girls - - N. 6	- - -	56	29 9 0
481	Whittle-le-Woods N. 2	*53 0 0 c 77 10 6 c	100 13	57 13 0 5 3 0
476	Whitworth - N. 6	- - -	155	89 11 10
463	Widnes - W. 7	- - -	145	30 5 3
463	Widnes Dock N. a	30 0 0		
463	Widnes Dock, St. Mary's - N. 10	235 0 0 c	340 54	153 3 6 18 13 4
463	Widnes Dock, St. Marie's R. 5	302 10 0	245	127 1 2
465	Wigan, All Saints' - N. 11	248 0 0	b	
465	Wigan, Beech Hill. - - Ch. 11	- - c	57 50	9 17 5 23 9 0
465	Wigan, Blue Coat - - N. 11	513 10 0 c	398 74	196 4 8 33 15 0
465	Wigan - Pres. 10	120 0 0 c	129 19	86 12 6 6 12 6
465	Wigan, St. Catherine's N. 11	*450 0 0 c	202 37	115 7 0 16 15 10
465	Wigan, St. George's - N. 11	*306 0 0 c	187 12	93 15 10 7 6 8
			135	78 19 8
465	Wigan, St. John's - R. 4	144 13 4 c	418 130	209 4 0 57 8 4
465	Wigan, St. Joseph's - R.			
465	Wigan, St. Mary's - R. 4	126 11 6 c	251 47	124 14 4 30 0 10
465	Wigan, St. Patrick's - R. 4	920 0 0 c	454 52	159 7 2 18 5 9
465	Wigan, St. Thomas' - N. 12	578 8 0 c	279 43	116 5 6 15 0 10
465	Wigan - - W. 10	1,644 0 0	133	77 13 1
463	Windle - - 2	- - -	229	41 3 5
468	Wingate, St. John's - N. 4	47 15 0 c	125 30	72 12 4 18 10 0
471	Withington, St. Paul's - N. 3	232 10 0	108	43 7 6
481	Withnell Mill W. 2	- - -	84	35 12 6
480	Witton, St. Mark's - N.	204 0 0		
482	Woodplumpton N. 5	226 17 6 c	64 14	26 6 1 2 16 1
478	Wood Top (Habergham Eaves) - N. 2	197 0 0	152	78 16 10
463	Woolton, Little N. 10	137 0 0	58	30 13 4
463	Woolton, Much N. 6	300 0 0	294	127 1 10
463	Woolton - R. 3	- - -	200	108 11 8
470	Worsley - N. 9	- - -		b
470	Worsley, Edgefold, Infants N. 9	- - -		b
470	Worsley, Ellenbrook, Inft. N. 9	- - -		b
470	Worsley, Roe Green, Inft. N. 9	- - -		b
478	Worsthorn - N. 3	- - - c	149 65	76 10 8 22 5 10

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
485	Yealand, Conyers - - N. 6	76 0 0	32	14 19 8
485	Yealand, Conyers - - B. 6	- - -	58	26 2 8
	LEICESTERSHIRE.			
416	Anstey - Ch. 6	- - -	90	38 11 4
414	‡Appleby - B. d			d
408	Arnesby - N.	77 0 0		
418	Asfordby - Ch. 6	- - - c	71 5	35 15 4 2 5 10
414	Ashby-de-la-Zouch - N. 4	*250 0 0 c 60 0 0 c	279	141 13 0
414	Ashby-de-la-Zouch, Endowed Grammar - - 4	- - -	147	
408	Ashby Magna Ch. 2	- - -	40	13 9 5
411	Aylestone - N. 5	75 0 0	55	21 10 0
414	Bardon Park B. a			
416	Barkby - P. 3	- - - c	56 12	32 7 6 5 5 0
443	Barkestone - N. 5	- - -	63	9 17 6
416	Barrow-upon-Soar - Ch. 5	200 0 0	114	50 15 2
412	Barwell - Ch.			
416	Belgrave - N. 3	*60 0 0 326 0 0	140 75	63 1 0 24 19 4
415	Belton - - N. 3	82 0 0	61	32 15 0
416	Birstall - N. 3	165 0 0	75	43 18 6
411	Blaby - - N. 5	128 13 6 c	95 25	44 8 8 9 4 2
414	Blackfordby N.	20 0 0		
427	Bottesford - N. 5	418 3 0	72	31 10 0
409	Bowden, Great N. 6	*60 0 0	64	20 12 6
418	Branstone - N.	70 0 0		
444	Breedon-on-the-Hill - N.			
408	Broughton Astley - N. 7	95 0 0	53	24 9 4
418	Buckminster N.	40 0 0		
412	Burbage - N. 6	- - - c	126 56	69 10 0 19 16 8
412	Burbage - W. 9	- - -	54	34 15 1
410	Burton Overy N. 7	- - -	46	22 7 4
444	Castle Donnington - P. 3	620 0 0	190	104 19 2
414	Coalville - N. 3	*70 0 0 c 120 0 0 c	108	46 6 0
414	Coalville - B. 9	- - -	210	151 8 0
427	Croxton Kerrial - - N.	75 0 0		
418	Dalby, Old - B. 5	- - -	31	13 5 6
444	Diseworth - Ch. 2	190 0 0	51	22 9 2
412	Earl-Shilton N. 7	389 14 0 c	177 22	95 16 8 6 10 0
418	Eaton - - P.			
418	Edmondthorpe N. 6	- - -	51	27 8 3
411	Enderby - N. 7	411 0 0 c	123 72	41 18 10 25 0 0
409	Fleckney - Ch. 4	- - - c	44 20	20 7 2 7 6 3

a School closed. b Due, but not paid. c For two years. d School not existing.

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	LEICESTER—*cont.*	£ s. d.		£ s. d.
418	Frisby-on-the Wreak - N.	121 5 9		
408	Gilmorton - N. 6	120 0 0	102	49 7 6
			14	4 6 8
411	Glenfield, Mixed N. 7	- - -	53	22 8 0
			25	6 19 2
410	Glenn, Great Ch. *a*			
414	Grace Dieu - R. 5	- - -	127	66 19 1
			10	2 11 9
414	Griffydam - W. 9	349 16 8	109	55 11 5
413	Groby - - Ch. 7	- - -	59	32 6 6
418	Harby - - - N.	290 0 0		
415	Hathern - N. 3	254 0 0	87	46 13 6
414	Heather - N.	40 0 0		
412	Higham-on-the-Hill - N. 6	*46 0 0		
	" "	23 12 6	55	26 5 8
412	Hinckley - N. 6	- - -	172	68 4 2
			52	16 8 4
412	Hinckley, Congregational 9	- - -	67	40 15 7
			25	10 0 10
412	Hinckley, Holy Trinity - N.	220 0 0		
418	Hose - - N. *b*	80 0 0		
414	Hugglescote N. 3	272 10 0	86	48 13 10
414	Hugglescote and Donington - - N.	*51 0 0		
410	Humberstone N. 3	- - -	52	21 19 2
			9	3 15 10
409	Husband's Bosworth - N. 6	405 0 0	91	55 14 10
			14	4 15 0
413	Ibstock - N. *a*			
413	Ibstock - B. 9	143 5 0	102	80 6 11
414	Kegworth - N. 3	133 0 0	114	59 5 8
409	Kilworth Beauchamp N. 7	147 0 0	67	28 11 10
408	KilworthNorth N.			
408	Kilworth, South - N.	*40 0 0		
	" "	77 0 0		
408	Kimcote - N.			
411	Kirby Muxloe Ch. 5	- - -	59	38 3 11
			15	4 19 2
411	Knighton - N. 5	45 0 0	59	21 6 11
427	Knipton - N. 5	- - -	79	49 14 4
419	Knossington Ch. 4	- - -	39	19 16 10
417	Leicester (Archdeacon Lane), Infants - B.	*100 0 0		
417	Leicester, Central County, St. Nicholas' N. 11	- - -	294	80 7 10
417	Leicester, Ch. Ch. - - N. 12	185 12 6		*c*
417	Leicester (Curzon Street) N.	237 3 4		
417	Leicester (Great Meeting), Day 9	- - -	509	311 5 7
417	Leicester (Hill Street) - B. 9	*750 0 0		
	" " "	235 0 0	797	540 17 1
417	Leicester, Humberstone Road - - W. 9	- - -	214	128 16 5
417	Leicester, Kent and Conduit Street Ch. 11	- - -	216	86 6 4
417	Leicester (Knighton Street) N. 11	- - -		*c*
417	Leicester, Paradise Row, Inft. 11	- - -	89	42 7 8
417	Leicester - U.			
417	Leicester, St. Andrew's - N. 11	485 10 0	*c*	*d*3 0 0
417	Leicester, St. John's - - N. 11	- - -	391	101 11 1
417	Leicester, St. Margaret's N. 11	*425 0 0	602	281 11 10
417	Leicester, St. Margaret's, Caroline Street, Infants - N. 11	- - -	141	45 6 4
417	Leicester, St. Martin's, Charity - N. 11	- - -	335	141 12 0
			101	26 2 6
417	Leicester, St. Mary's, Old P. 11	- - -	*c*	*c*5 0 0
417	Leicester, St. Mathew's - N. 10	- - -	350	205 3 7
			72	24 15 0
417	Leicester, Victoria Street, St. Andrew's 11	- - -	185	71 12 4
415	Loughborough, Emmanuel, Boys - - N. 3	- - -	66	19 10 0
415	Loughborough, Emmanuel, Infants - N. 3	411 0 0	202	100 16 3
415	Loughborough, Lancasterian 9	163 0 0	433	186 9 1
			37	10 12 6
415	Loughborough R. 5	- - -	99	45 19 4
415	Loughborough W.	*b*		
409	Lubenham - N. 6	527 0 0	57	32 2 9
			11	3 1 8
408	Lutterworth (Girls) - Ch.			
409	Market Harborough - N. 6	*100 0 0	196	105 8 0
		109 3 4	48	17 14 2
409	Market Harborough - B. 9	*205 0 0	89	27 1 9
413	Markfield Ch. 5	200 1 3	129	61 16 9
418	Melton Mowbray - - N. 9	- - -	344	215 17 7
418	Melton Mowbray, Free - N. 6	20 0 0	248	138 15 9
			6	1 16 8
418	Melton Mowbray, Inft. Ch. 6	100 0 0	45	24 10 7
414	Moira - - Ch. *a*			
	Mount St. Bernard, Agricultural Colony, R. C. Reformatory.			
413	Nailstone - N. 5	- - -	44	20 17 10
413	Nailstone, Infants - - N.		8	2 11 8

a Removed from inspection. *b* School closed. *c* Due, but not paid. *d* Paid under Art. 90[1] (2). *e* Paid under Art. 90[1] (1).

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	LEICESTER—*cont.*	£ s. d.		£ s. d.
410	Newton Harcourt - Ch. 4	} - - -	49	27 5 4
	" - "	} - - -	7	1 15 10
411	Ondby - - N. 9	220 0 0	*a*	
413	Peckleton, Juvenile Reformatory.			
416	Queniborough N.	85 0 0		
416	Quorndon - N. 5	*48 0 0	127	72 7 0
	" - "	89 10 6	5	1 4 2
416	Rearsby - Ch.			
427	†Redmill - N.			
416	Rothley - N.	*69 0 0		
	" - "	17 3 4		
418	Scalford - N. 4	20 0 0	34	14 4 8
412	Sharnford - N. 6	79 0 0	47	20 19 10
415	Sheepshed - N. 3	*200 0 0		
	" - "	112 7 11	302	130 13 5
415	Sheepshed - R.			
397	Sheepy Magna N. 2	108 0 0	39	14 3 0
416	Sileby - - N. 5	578 0 0	115	65 19 2
416	Sileby, St. Gregory's - R. 5	} - - -	44	22 13 0
		} - - -	11	3 14 2
413	Stapleton - N. 5	75 0 0		
418	Stathern - N. 7	- - -	57	20 7 0
412	Stoke Golding, Grammar - -	40 0 0		
418	†Stonesby - N.			
414	Swannington N. 4	276 12 0	66	12 16 7
414	Swepstone - N.	40 0 0		
416	Syston - P. 8	- - -	163	72 9 0
409	Thedi ngworth Chapel - 9	- - -	31	14 8 0
409	Theddingworth Ch. 6	- - -	32	19 6 6
414	Thringstone N.	73 9 4		
411	Thurlaston - N. 7	444 6 0	81	37 18 10
416	Thurmaston N. 3	180 6 0	165	74 2 7
			43	10 11 1
418	Twyford - N. 6	76 0 0	37	22 10 10
418	Twyford - W. 9	- - -	37	31 12 8
413	Waltham-on-the-Wolds N. 4	150 0 0	101	56 13 10
417	Westcotes - Ch. 10	- - -	131	24 7 11
415	Whatton, Long N. 3	- - -	105	66 2 0
414	Whitwick - N. 3	*45 0 0	199	101 14 2
	" - "	754 19 4	25	7 4 2
411	Wigston, Great - N. 7	137 10 0	159	78 4 10
411	Wigston, Great B. 9	- - -	165	110 17 4
416	Woodhouse - N.	*66 0 0		
416	Woodhouse Eaves - N. 5	118 0 0	137	71 7 8
414	Woodville - N. 4	191 6 8	107	54 6 10
415	Wymeswold N. 2	139 0 0	106	36 16 3
418	Wymondham Ch. 6	- - -	62	34 19 7
	LINCOLNSHIRE.			
430	Alford - - N. 5	194 8 0	276	135 17 6
			38	13 7 0
433	Alkborough N. 11	- - -	*a*	
430	Anderby - Ch. 5	- - -	25	14 11 6
433	Appleby - N. 11	- - -	*a*	
429	Asterby Abham's - Ch. 2	152 10 0	75	34 17 10

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
428	Bardney, Kitching's Charity 1	- - -	62	*c*
428	Bardney - W. 2	391 0 6	98	41 10 0
442	Barkstone - N.	*50 0 0		
427	Barrowby - Ch. 11	- - -		*a*
433	Barton-on-Humber - N. 10	421 6 8	171	69 11 0
433	Barton-on-Humber - W. 2	616 15 0	216	113 18 8
442	Bassingham N. 1	244 0 0	62	24 12 4
442	Bassingham W. 1	279 0 0	94	59 13 6
432	Beesby - N.	15 0 0		
431	Belleau (and Aby) - - N. 3	} 165 10 0	108	73 5 6
		}	12	5 3 4
442	Bennington, Long - N.	243 0 0		
425	Bicker - N.	72 0 0		
426	Billinghay, and Walcot - N.	221 5 0		
426	Binbrooke - N.	100 0 0		
434	Blankney - N. 1	- - -	27	13 8 10
430	Blyton - N.	75 0 0		
430	†Bolingbroke New - - N.			
430	Bolingbroke, Old, and Hareby, Girls N.	65 0 0		
425	Bolingbroke, Old, Mixed N. 5	45 0 0		*d*
425	Boston - - N. 6	632 17 8	243	118 17 4
425	Boston - - B. 3	28 19 5	220	101 11 8
425	Boston, East, Infants - 6	- - -	67	32 17 6
425	Boston, West Church - N. 6	- - -	290	133 6 8
433	Boston - - W. 3	458 7 0	178	104 9 10
422	Bottesford - N. 4	100 0 0	42	19 4 0
442	Bourne (Eastgate), Mixed, Infants - 3	- - -	69	21 5 8
432	Brant-Broughton - - W. 1	- - -	55	26 15 2
430	Brocklesby Park - - N. 11	- - -	101	58 9 4
430	Burgh - - W. 2	219 10 0	53	33 6 6
	Burgh-le-Marsh	} - - -	103	57 3 4
427	N. 5	}	22	6 11 8
	†Burton gles P.			
434	Butterwick, West - Ch. 4	} - - -	35	12 14 4
		}	17	0 13 4
432	Caistor - N. 2	456 0 0	138	48 0 10
442	Carlton-le-Moorlands N.			
431	Carlton, Little, Infants - N.	90 0 0		
432	Claxby - - N.			
442	Claypole - N. 2	116 5 8	62	29 14 9
432	Cleethorpe - N. 2	349 1 5	109	67 3 9
431	Cockerington N.	42 0 0		
427	Colsterworth N. 2	- - -	89	38 15 2
429	Coningsby - N.	*60 0 0		
429	†Coningsby - W.			
431	Covenham, St. Mary's - N. 2	53 4 10	61	34 17 0
430	Croft - N. 5	- - -	58	8 4 5
175	Croyland - N. 2	- - -	87	30 18 11

a Due, but not paid. *b* School closed. *c* Refused under Article 52 *d*. *d* No grant claimed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	LINCOLN—*cont.*	£ s. d.		£ s. d.
422	Deeping, St. James' - N. 2	- - -	98	32 2 1
421	Deeping, West, Charity - Ch.			
428	Doddington N. 1	- - -	34	21 2 0
431	Donington-on-Baine - N.	190 0 0	57	16 17 3
426	Dorrington - Ch. 3	- - -	14	3 13 4
428	Dunholme - Ch. 12	- - -	— *a*	— 51 11 8
428	Dunston - N.	45 6 8		
511	Epworth - N. 4	93 10 0	74	34 6 0
426	Ewerby - Ch. 3	- - -	63	24 10 3
434	Ferry, West W. 2	- - -	67	40 2 2
428	Fiskerton - N.	378 0 0		
442	Foston - N.	84 0 0		
430	Friskney, Endowed - Ch. 6	350 0 0	109	21 15 0
433	Frodingham N. 4	- - -	78	52 3 7
429	Fulletby - N.	115 0 0		
434	Gainsborough, Boys - N. 5	168 0 0	117	74 1 5
			30	11 7 7
434	Gainsborough, Girls - N. 5	- - -	62	20 12 0
434	Gainsborough, Infants - N. 5	- - -	112	51 11 6
434	Gainsborough W. 2	250 0 0	211	121 7 8
431	Gayton-le-Marsh - N.	*31 0 0		
424	Gedney, Drove End - - Ch. 7	264 0 0	41	16 0 8
424	Gedney Hill P.	286 0 0		
433	Glandford Brigg N. 4	425 0 0	172	100 19 4
427	Gonerby, Great N. 11	- - -	44	19 11 2
423	Gosberton - N.	256 19 4		
433	Goxhill - W. 2	360 0 0	104	66 7 0
427	Grantham - N. 3	1,528 0 0	333	173 0 1
			141	38 14 2
427	Grantham - B. 10	*100 0 0		
	" "	25 11 4	126	69 9 4
427	Grantham (Brownlow), Infants - Ch. 3	*105 0 0	97	47 11 4
	" "	150 0 0		
427	Grantham (Little Gonerby), Infants - - N. 3	- - -	165	64 12 2
427	Grantham, Hurst's Charity - - *c*			
427	Grantham, St. Mary's - R.			
427	Grantham (Welby) Infants N. 3	308 0 0	137	62 10 1
432	Grasby - N. 3	- - -	46	20 2 11
421	‡Greatford - N.			
432	Grimsby, Great N. 10	344 18 9	185	8 17 4
			34	11 13 4
432	Grimsby, Great R.			
432	Grimsby, Great W. 2	1,050 0 0	455	243 19 8
433	Gunhouse - N. 4	- - -	24	7 18 2

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
426	Hale Magna Ch. 3	- - -	56	25 4 2
433	Halton, East P.	18 0 0		
430	Halton Holegate - - N. 5	135 0 0	62	29 13 0
428	Harmston - N. 1	155 7 0	44	7 1 2
432	Hatcliffe - W.	255 0 0		
434	Haxey - - Ch. 2	- - -	26	*d* -
426	Heckington N.	108 0 0		
428	Heighington, Girls - - N. *e*			
426	‡Helpringham N.			
427	Heydour - N. 1	- - -	33	16 10 0
			13	4 17 6
430	Hogsthorpe N. 5	400 0 0	99	36 6 8
424	Holbeach, Girls - - N. 7	75 0 0	68	28 6 8
424	Holbeach, St. John's - N. 7	75 0 0	38	19 18 2
433	Holland, New N. 10	- - -	110	51 9 6
428	Holton-le-Bickering Ch. 12	- - -	22	11 5 0
429	Horncastle - N. 2	46 10 0	227	101 14 6
			63	20 5 10
429	Horncastle - W. 3	787 0 0	171	84 5 0
429	Horsington - N.	197 2 6		
427	Hough with Brandon and Gelston - P. 1	- - -	64	29 15 4
433	Howsham - B. 2	- - -	55	28 9 2
430	Huttoft - N.	39 0 0		
428	Hykeham, North - Ch. 1	- - -	38	17 19 0
430	Ingoldmells - P. 5	- - -	33	12 2 9
			8	1 0 0
430	Keal, West - N. 5	- - -	58	31 8 6
			14	4 15 0
432	Kelsey, South Ch. 2	- - -	50	22 11 9
434	Kettlethorpe Ch. 2	- - -	27	11 16 5
432	Kirkby-cum-Osgodby - Ch.	60 0 0		
426	Kirkby-la-Thorpe and Asgarby - Ch. 1	106 5 0		
433	Kirton-in-Lindsey - N.	*67 0 0		
426	Kyme, North B. 3	- - -	51	24 4 2
426	Kyme, South Ch. 1	- - -	57	30 13 10
432	Laceby - N. *f*			
432	Laceby, Stanford's Charity N. 10	- - -	101	*d*
432	Laceby - W. 2	- - -	53	22 8 2
422	Langtoft - Ch. 3	- - -	53	31 10 2
428	Langworth-in-Newbold - Ch.	249 8 0		
426	Leadenham - N. 3	- - -	75	42 18 6
			9	2 10 10
425	Leake (New) and Old - B. 3	360 0 0	70	43 6 8
425	Leake, New - W. 3	180 0 0	41	18 6 6
431	Legbourne - N. 2	80 15 0	97	51 16 7
			25	9 16 10

a Due, but not paid. *b* Additional for 1868. *c* Merged into the N.S. *d* Refused under Article 52 *d*.
e School given up. *f* Amalgamated with Laceby, Stanford's Charity, N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	LINCOLN—*cont.*	£ s. d.		£ s. d.
422	Legsby - - N.	40 0 0		
428	Lincoln - B.	206 0 0		
428	Lincoln, St. Martin's - P. 11	383 10 0	161	*a*
428	Lincoln, Central - - N. 11	- - -	293	142 16 8
428	Lincoln, North District - N. 11	397 10 0*b*	232	121 14 0
			247	117 9 0
428	Lincoln, Diocesan Practising - N. 11	190 2 6*b*	117	55 11 3
			115	46 19 5
428	Lincoln, Miss Cookson's - N. 11	- - -*b*	102	58 4 0
			89	50 12 0
428	Lincoln - W. 2	1,427 0 0	564	347 7 6
432	Linwood - N. 3	- - -	22	14 19 6
432	Lissington - N. 3	160 0 0	44	24 14 0
431	Louth - - N. 2	*205 0 0	206	120 17 1
			28	9 6 8
431	Louth, Infants N. 2	- - -	158	64 3 7
431	Louth - - B. 2	618 0 0	241	137 14 8
431	Louth, Holy Trinity - N. 2	- - -	235	118 16 5
431	Louth - - W. 2	620 0 0	140	77 3 2
431	Ludborough, St. Mary's Ch. *c*	150 0 0		
433	Manton - N. 4	155 0 0	31	15 7 10
432	Market-Rasen N. 3	182 9 2	144	62 10 4
			32	10 15 0
432	Market-Rasen, Infant - 3	- - -	86	13 5 1
431	MarshChapel N. 3	*60 0 0	79	32 16 10
434	Marton - N.	82 0 0		
433	Messingham N. 4	110 7 10	65	29 14 4
428	Metheringham N. 1	144 5 0	41	22 10 2
428	Metheringham W. 3	- - -	92	39 6 0
			7	2 4 2
422	Morton (Bourn) N. 3	- - -	65	22 2 4
434	Morton (Gainsborough - N. 5	- - -	85	29 17 11
428	Navenby - Ch. 1	- - -	61	23 0 5
428	Nettleham - N. 12	399 0 0	116	58 18 2
426	Newton (Folkingham) - Ch. 3	- - -	37	16 18 11
434	Newton-on-Trent - P.			
432	Newton-on-the-Wolds - N.	40 0 0		
428	Nocton - Ch. 1	- - -	43	*d*
434	Northorpe - N.	48 0 0		
430	Orby - - N.	*28 0 0		
430	Ormsby and Kelsby - - N.		110	61 4 7
426	Osbournby - Ch. 3	- - -	26	8 1 8
432	Owersby - P. 3	43 15 0	78	47 2 2
			9	3 9 2
428	Owmby - N. *e*	*36 0 0		
434	Owston - N. 4	81 0 0	68	37 14 8
			25	10 0 10
430	Partney - N.	220 0 0		
423	Pinchbeck, East - - N. 4	140 0 0	127	43 10 7

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
423	Pinchbeck, St. Matthew's N. 4	- - -	45	18 10 5
423	Pinchbeck, West - - N. 4	- - -	71	25 0 11
428	Potterhanworth - N.	196 0 0		
430	Raithby - Ch.	54 3 9		
426	Rauceby - Ch. 1	- - -	51	20 17 10
428	Repham - Ch.			
431	Reston - P.	96 0 0		
429	Revesby - P. 5	- - -	78	38 6 2
			9	0 18 4
422	Rippingale - Ch. 3	- - -	68	35 11 10
426	Rowston - N.	78 10 0		
433	Roxby-cum-Risby - N. 4	- - -	42	18 8 2
426	Ruskington N. 3	215 0 0	126	54 15 8
431	Saleby - N.	50 0 0		
431	Saltfleetby, Parish - N.	64 0 0		
433	Saxby - - N. 4	- - -	33	26 9 9
428	Saxilby - N. 1	180 9 3	89	40 6 10
442	Scarle, North N. *c*			
434	Scottor and Scotton - N. 4	*100 0 0	55	25 12 10
	„ „	126 0 0		
430	Skegness - N.			
428	Skellingthorpe N. 1	224 8 0	71	3 5 0
430	Skendleby - N.	60 0 0		
427	Skillington - N. 3	- - -	68	25 14 0
			13	4 5 10
425	Skirbeck - N. 6	190 0 0	117	64 17 4
425	Skirbeck, St. Nicholas' - N. 6	110 5 0	59	26 19 0
426	Sleaford, Infants - - N. 7	432 0 0	89	43 19 10
426	Sleaford, New (Alvey's Charity) - N. 7	227 0 0	108	40 11 5
426	Sleaford, New W. 10	242 3 1	141	74 14 8
432	Snitterby - N. 2	- - -	35	13 16 *6*
431	Somercotes, North - Ch. 2	- - -	104	36 0 2
428	Southrow - Ch.	234 0 0		
423	Spalding - N. 7	561 18 5	277	141 0 2
423	Spalding - B. 3	*180 0 0	165	79 12 6
	„ „	116 0 0		
430	Spilsby - N. 5	596 0 0	126	58 11 4
			23	8 9 2
427	Spittlegate - N. 3	89 3 4	99	47 12 2
427	Spittlegate - W. 10	- - -	272	126 5 10
434	Springthorpe - Ch. 3	- - -	19	1 19 11
421	Stamford, All Saints - N. 7	- - -	103	26 1 0
421	Stamford, St. George's - N. 7	- - -	91	39 0 0
421	Stamford, St. John's - N. 3	- - -	106	68 14 5
421	Stamford, St. Michael's - N. 3	- - -	141	99 7 10
430	Stickford - N.	93 0 0		
434	Stow (Gainsborough) - N. 4	- - -	58	25 2 4

a Due, but not paid. *b* For two years. *c* School closed. *d* Refused under Article 51 *a*,
e Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	LINCOLN—*cont.*	£ s. d.		£ s. d.
425	Sutterton - N. 4	193 5 0	62	25 13 3
424	Sutton Bridge, St. Matthew's Ch. 7	300 0 0	15	10 10 6
430	Sutton-le-Marsh N. 5	- - -	27	9 8 10
424	Sutton, Long, Girls - - N. 7	- - -	82	42 16 2
424	Sutton, Long B.	*168 0 0		
424	Sutton, St. Nicholas' - N.	84 0 0		
431	Swaby - - N. 3	208 0 0	71	47 16 6
			17	6 5 10
442	Swinderby - Ch. 1	- - -	59	31 14 6
429	Tattershall - N. 2	242 12 0	52	17 6 1
432	Tealby D'Eyncourt.			
429	Tetford - N. 2	- - -	53	30 11 0
429	Tetford - W. 3	57 12 8	40	19 7 4
			10	4 6 8
431	Tetney - - W. 2	318 0 0	47	31 6 0
431	Thoresby, North W. 2	341 0 0	67	44 8 2
426	Timberland - N. 1	66 5 0	43	20 15 8
430	Toynton, All Saints' - N.	100 0 0		
431	Trusthorpe - N. 3	- - -	27	15 13 0
424	Tydd, St. Mary's, Girls & Infts. N.	290 0 0		
421	Uffington (Earl Lindsey's) - N.			
430	Ulceby - - N. 11	222 2 0	*a*	
428	Waddington Ch. 1	176 0 0	79	31 16 4
430	Wainfleet, All Saints' and Northolme N. 6	351 0 0	111	66 4 2
430	Wainfleet, All Saints' and Northolme, Infant - N.	77 0 0		
430	Wainfleet, St. Mary's - N. 6	- - -	73	39 4 10
430	Wainfleet - W. 2	- - -	43	17 19 8
432	Walesby - Ch. 3	- - -	47	29 8 7
432	Waltham - N. 4	186 10 0	67	9 2 2
432	Waltham - W. 2	380 0 0	64	43 6 2
426	Welbourn - Ch. 3	- - -	97	53 14 0
			24	8 11 8
426	Wellingore - N. 3	45 0 0	86	44 8 0
			13	5 5 10
428	Welton - P. 2	- - -	88	58 14 6
431	Welton-le-Wold N. 3	*25 0 0	47	24 14 8
	" "	275 8 0	6	1 6 8
423	Weston, St. Mary's - N. 7	- - -	46	32 15 0
			5	1 5 10
424	Whaplode Drove - N. 7	61 19 6	47	23 18 6
430	Wildmore Fen, Gipsy Drove - N.	216 0 0		
434	Willoughton N. 3	142 0 0	82	47 6 10
433	Winteringham N. 11	168 0 0	*a*	
433	Winterton - N. 11	*90 0 0	*a*	
	" - "	68 4 8		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	LINCOLN—*cont.*	£ s. d.		£ s. d.
433	Winterton - W. 2	226 8 0	78	48 19 10
430	Winthorpe - N. 5	- - -	25	14 14 10
431	Withern - N. 2	230 5 0	80	43 0 7
433	Wootton - N. 10	- - -	*a*	
433	Wootton (Ulceby Junction) - W. 2	- - -	30	18 10 0
429	Wragby - Ch. 12	- - -	59	31 19 2
			56	30 3 2
429	Wragby, Boys - Ch. 4	- - -	41	0 11 3
433	Wrawby - N. 4	188 0 0	73	35 5 4
			11	2 17 6
431	Yarburgh - P.	55 15 6		
	MIDDLESEX.			
134	Acton - - N. 9	325 15 0	807	165 5 10
134	Acton, All Saints, Infants - Ch. 9	- - -	64	19 4 9
134	Acton, East, Infants - Ch. 9	- - -	36	15 11 2
134	Acton Green, Infants - Ch. 9	- - -	96	40 15 6
134	Acton - - W. 3	- - -	45	17 0 6
9	Agar Town, Boys - - N. *c*			
9	Albany Street, Little - R. 1	- - -	187	49 16 2
132	Ashford - N. 5	193 6 3	78	32 12 6
3	Audley Street (North), St. Mark's - N. 7	- - -	350	171 10 4
3	Audley Street (South), Grosvenor Chapel N. 10	- - -	114	51 15 2
14	Baldwin's Gardens - N. 4	38 0 0	232	115 13 4
			41	13 17 6
14	Baldwin's Gardens, St. Bridget's - R. 11	- - -	225	113 9 4
9	Baldwin's Place, St. John's - N. *c*			
19	Barbican, St. Giles' - B. *c*	*150 0 0		
10	Barnsbury, St. Clement's N. 11	685 11 5	497	230 9 0
1	Bayswater - N. 6	- - -	413	225 5 0
1	Bayswater, St. Mary's - R.			
1	Bayswater, St. Peter's - N. 2	332 13 9	164	104 5 4
132	Bedford and Hatton - N. 6	164 15 0	99	40 9 2
21	Bethnal Green (Abbey St.) B. 3	*750 0 0	731	370 13 0
	" Bethnal Green" (Approach Road - W. 10	968 0 0	202	67 9 11
21	Bethnal Green (Castle Street), Gascoigne Place - B. 6	766 10 0	215	112 3 6

a Due, but not paid. *b* For two years. *c* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
21	Bethnal Green, Church Row N. 2	256 0 0	427	199 13 2
			60	19 15 0
21	Bethnal Green (Club Row), Infants - 2	- - -	68	28 16 0
21	Bethnal Green Good Shepherd, Mape Street - B. 4	- - -	133	50 16 4
21	Bethnal Green (Nova Scotia Gardens) - N. *a*			
21	Bethnal Green, St. Andrew's N.	395 0 0		
21	Bethnal Green, St. Bartholomew's - N. 3	1,036 0 0	516	229 19 0
21	Bethnal Green, St. James the Great - N.	424 0 0		
21	Bethnal Green, St. James the Less - N. 3	1,398 8 0	562	270 14 2
21	Bethnal Green, St. John's - N. 2	693 19 2	297	109 5 6
21	Bethnal Green, St. Jude's - N. 3	500 0 0	309	79 13 5
			46	15 0 0
21	Bethnal Green, St. Luke's N.	316 2 6	185	65 16 8
21	Bethnal Green, St. Matthias N. 2	537 10 0	268	122 6 10
21	Bethnal Green, St. Peter's - N. 2	573 9 4	205	74 2 2
21	Bethnal Green, St. Philip's N. 3	636 0 0	235	103 11 11
21	Bethnal Green, St. Simon Zelotes' (Bullard Street) - N. 3	423 4 0	306	115 8 10
21	Bethnal Green, St. Simon Zelotes' (Morpeth Street) N.	400 0 0		
21	Bethnal Green, St. Thomas' N. 3	653 16 0	333	160 16 4
21	Bethnal Green, (Twig Folly) B.	*250 0 0		
19	Blackfriars, St. Andrew's Hill - - N.	142 0 0		
7	Blandford Square - R.			
7	Blandford Square Reformatory - R.			
12	Bloomsbury (Broad St.), Refuge for Girls.			
12	Bloomsbury, Great Queen St. Refuge.			
12	Bloomsbury N. 3	- - -	353	160 9 10
23	Bow Common (Devon's Road) W. 10	- - -	192	65 5 8

a School given up.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
24B	Bow Common, St. Paul's, Mission 10	- - -	109	34 19 8
25	Bow, Tredegar Road - W. 1	- - -	300	143 12 0
134	Brentford - B. 4	*250 0 0	427	251 14 4
	" - "	814 0 0		
134	Brentford, Central, Ragged 5	- - -	208	80 18 10
134	Brentford, New - - N. 6	*90 0 0	240	97 8 10
	" "	126 10 0		
134	Brentford, Old - - N.	*85 0 0		
134	Brentford - R.			
14	Britannia Court, Gray's Inn, Industrial.			
25	Bromley, George St. - B. 11	*125 0 0		*b*
	"	10 7 0		
25	Bromley, St. Gabriel's, Infants - N. 10	- - -	129	50 13 10
25	Bromley, St. Leonard's - N. 10	357 10 0	453	232 1 0
25	Bromley, St. Michael and All Angels', Boys - - N. 10	- - -	269	114 13 4
			25	6 13 6
1	Brompton - N. 6	470 2 6	208	121 12 0
			17	5 5 10
1	Brompton, Lower Grove, Industrial - R.			
2	Brompton (Marlboro' Square), Boys R. 3	- - -	120	71 18 6
2	Brompton, The Oratory R. 3	- - -	213	117 10 10
1	Brompton, St. Martha's, Reformatory R.			
1	Brompton, West, St. Mary's, Juvenile and Infants - N. 1	- - -	93	47 0 0
5	Buckingham Palace, Royal Mews - 4	*100 0 0	34	
16	Bunhill Row, St. Joseph's R. 5	- - -	332	174 17 8
9	Camden Town N. 3	*100 0 0	317	113 6 8
	" " "	525 9 4		
9	Camden Town, Family Home.			
9	Camden Town (Brook St.), Ragged and Reformatory.			

b Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
1	Campden Hill, St. George's N. 3	144 13 9	298	136 14 2
134	Central London District (Hanwell), School of Industry.			
7	Charles St., St. Andrew's, School of Industry.			
16	Charterhouse, St. Mary's, Golden Lane, Free - - 9	5,909 0 0	569	217 17 6
			77	13 12 6
16	Charterhouse, St. Thomas', Upper and Lower (Goswell Street) N. 9	3,434 13 8		
	Boys' Department, 2nd School, 1st Division -	- - -	217	121 2 8
			46	10 11 8
	Girls' Department-	- - -	192	77 1 0
	Girls' 2nd School - *a*			
	Infants' Department -	- - -	100	41 12 4
	Boys' 3rd School.		25	7 4 2
2	Chelsea, Ch. Ch. - - N. 12	557 18 1	352	153 5 8
2	Chelsea, St. Joseph's - R. *b*			
2	Chelsea, St. Jude's - N. 4	297 13 4	151	57 11 0
2	Chelsea, St. Jude's, Ragged.			
2	Chelsea, St. Luke's - P. 5	- - -	642	348 8 6
			33	13 15 10
2	Chelsea, St. Luke's (Arthur Street) N. 5	- - -	73	9 10 2
2	Chelsea, St. Luke's, Infant (Markham Street) Ch. 5	- - -	206	100 0 10
2	Chelsea, St. Luke's, Onslow Dwellings, Mixed, Girls - - N. 5	- - -	161	54 15 11
2	Chelsea, St. Luke's (Park Chapel) - N. 5	14 6 8	454	224 6 5
2	Chelsea, St. Mark's, Practising - 11	733 0 0		*c*
				*d*17 4 0
2	Chelsea, St. Mary's - R. 3	- - -	97	51 4 0
2	Chelsea, School of Discipline.			
2	Chelsea, Upper, St. Saviour's N. 2	599 10 0	476	248 0 0

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
2	Chelsea, St. Simon's - Ch. 5	- - -	152	75 9 10
2	Chelsea (Sloane St.), Female Home.			
2	Chelsea (Upper), Trinity - N. 12	*63 0 0	392	185 9 11
	" - "	177 6 0		
134	Chiswick - N. 9	- - -	331	141 10
			19	5 2 6
16	City Road, St. Matthew's - N. 11	250 0 0		*c*
15	Clerkenwell, Church of the Holy Family - R. 11	- - -	309	130 5 6
			151	44 5 6
15	†Clerkenwell, Lamb and Flag Ragged.			
15	Clerkenwell, St. Mark's - N. 3	- - -	327	149 5 2
			19	5 14 2
15	Clerkenwell, St. Paul's - N. 7	1,083 12 0	219	76 3 0
15	Clerkenwell, St. Peter's District Mission - - 2	- - -	277	33 7 7
15	Clerkenwell, Upper Rosoman Street, St. Peter and St. Paul - R. 11	- - *e*	32	10 15 1
			55	25 17 6
23	Commercial - Road, St. Patrick's and St. Augustine's - R.			
13	Covent Garden (Hart Street) - B. 1	*400 0 0	164	68 14 10
	" "	41 6 8		*f*25 0 0
	Curzon (St. George's, Hanover Square - Ch. *See* Mayfair.			
11	Dalston Refuge for the Destitute.			
19	Doctors' Commons Carter Lane Mission - 11	- - -	85	35 5 7
133	Drayton, West N. 6	471 0 0	128	54 12 2
			8	1 0 0
12	Drury Lane, Charles St. R. 2	3,000 0 0	337	167 9 4
5	Drury Lane, Crown Court Ch. of Scot. 1	500 0 0	377	159 7 0
6	Dufour's Place, Broad Street, St. Edward's R. 2	- - -	351	196 3 2
134	Ealing - - N. 5			
134	Ealing - - B. 12	- - -	188	89 17 4

a Merged into girls first school. *b* Removed from inspection. *c* Due, but not paid.
d Additional grant for 1868. *e* For two years. *f* Retiring pension.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
134	Ealing, St. Mary's and Ch. Ch., Infants - N. 4	179 17 6	86	43 5 6
134	Ealing, Girls, Lady Rawlinson's Charity.			
7	Edgware Road, John Street, Trinity Chapel *a*			
137	Edmonton - Ch. 7	- - -	106	40 1 0
137	Edmonton, Lower - B. 8	- - -	69	33 7 1
137	Edmonton, Upper, St. James' - Ch.	118 0 0	186	87 1 1
137	Enfield - N. 7	- - -	28	10 0 0
137	Enfield - B.	*200 0 0		
137	Enfield Highway, St. James' Chapel - N. 7	*203 0 0 202 12 5		*b*
137	Enfield Highway, St. James', Infants (Ponder's End) N. 7	85 0 0		*b*
137	Enfield, Jesus Chapel (Bull's Cross) - N. 7	142 10 0	38	32 14 9
137	Enfield Lock, Government Factory - 7	- - -	161 37	82 4 0 19 2 6
132	Feltham - N. 5	121 7 6	43	19 0 0
136	Finchley, East End - - B. 6	60 0 0	75	30 8 5
136	Finchley, Mixed and Infants - Cong. 4	- - -	92 56	76 10 8 23 8 4
136	Finchley, St. Mary's - N. 4	1,058 15 6	79	37 13 4
136	Finchley, Holy Trinity, Industrial and National - -	610 0 0		
20	Finsbury, St. James' (Curtain Road) - N. 2	600 0 0	226	74 2 0
16	Finsbury, St. Paul's - N.	365 0 0		
16	Finsbury, Whitecross Place, Wilson Street - B.	452 0 0		
16	Finsbury, Wilson Street - W	*c*20 0 0		
14	Fisher Street, Red Lion Square B.	*334 0 0		
9	Fitzroy Sq. - B. *d*			
136	Friern Barnet N. 3	373 10 0	166	74 18 8
136	Friern Barnet, Cromwell Road - - N. 7	97 6 8	45	19 12 6

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
1	Fulham, All Saints' - N. 3	150 10 0	328	177 8 8
1	Fulham, St. Mary's, North End - - N.	142 0 0		
1	Fulham, St. Thomas' - B. 4	- - -	255	146 8 2
23	George's, St., in the East, Centenary Chapel - W. 4	- - -	114	51 3 2
23	George's, St., in the East, Ch. Ch. (Walburgh St.), Lower - Ch. 11	1,239 18 5		*b*
23	George's, St., in the East, Middlesex Society's Charity (Cannon St. Road) - 11	776 4 0	226	103 4 10
23	George's, St., in the East, Mission - Ch.			
23	George's, St., in the East, Pell Street - B.			
23	George's, St., in the East, St. Mary's (Johnson St.), Upper - N. 11	1,078 0 0*c*	345 410	143 7 10 175 11 0
23	George's, St., in the East, St. Matthew's N. 11	- - *e*	306 306	124 7 4 132 6 8
12	Giles', St., in the Fields, (Endell St., Long Acre) N. 4	3,000 0 0	808 49	411 17 0 24 9 2
12	Giles', St., in the Fields, Trinity (Parker Street, Drury Lane) N. 5	- - -	128 61	59 13 0 13 4 2
12	Giles', St., in the Fields, and St. George's Bloomsbury P.			
9	Gray's Inn Road (Cromer Street), New Jerusalem - B. 4	- - -	194	101 0 10
135	Greenhill (Harrow) - N. 5	96 0 0	59	36 18 8
21	Hackney Road, Adelphi Chapel, Gloucester Street - B. 3	- - -	316	162 11 0
21	Hackney Road, Ann Place - B.	240 0 0		
11	Hackney (Pleasant Place), Infants - Ch. 2	59 16 10	217	95 17 6

a School closed. *b* Due, but not paid. *c* School sold and grant repaid.
e For two years. *d* Pension only.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	MIDDLESEX—*cont.*	£ s.		£ s. d.
20	Hackney Road (Weymouth Terrace) - B. 6	976 19 4	483	269 9 8
11	Hackney, St. John's, Free and Parochial 2	56 14 6	284	142 8 0
11	Hackney, South Charity - N. 2	- - -	167	80 4 4
			10	3 1 8
11	Hackney, Trewint Industrial Home.			
11	Hackney, Triangle - - R. 11	- - -	44	5 1 4
11	Hackney, West N. 2	*200 0 0	202	78 12 10
20	Haggerstone, Hertford Pl. B.	*50 0 0		
20	Haggerstone, St. Augustine's, Infts. Ch. 1	- - -	159	65 8 0
20	Haggerstone, St. Mary's - N. 1	*240 0 0	265	100 0 8
	" " "	159 0 6		
20	Haggerstone, St Paul's - N. 1	- - -	176	61 19 1
20	Haggerstone, Stonebridge, All Saints' N. 1	407 0 0	142	57 17 0
1	Hammersmith, Asylum of the Good Shepherd Reformatory R.			
1	Hammersmith B. *a*	*150 0 0		
1	Hammersmith, Brook Green, Blyth House Reformatory.			
1	Hammersmith, St. John's - Ch. 3	200 0 0	179	86 16 10
1	Hammersmith, St. Mary's, Practising - R. 2	276 0 0	141	80 2 0
1	Hammersmith, St. Paul's - N. 3	*120 0 0	270	138 17 4
	" "	23 6 8	26	8 5 0
1	Hammersmith, St. Paul's, Masborough Road, Infants N.	88 15 0	104	50 3 4
1	Hammersmith, St. Peter's, Boys - - N. 9	391 0 0	14	4 11 8
			b 103	53 3 6
			15	8 17 6
1	Hammersmith, St. Peter's, Girls - - N. 9	- - -	78	29 12 0
8	Hampstead, Ch. Ch. - N. 4	769 6 0	254	144 14 4
8	Hampstead Family Home.			
8	Hampstead, St. John's Chapel (Downshire Hill) - - N. 4	- - -	195	83 1 4

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
8	Hampstead, St. John's - P. 4	1,386 0 0	239	149 13 10
8	Hampstead, St. Mary's - R. *c*			
8	Hampstead, (West End) N.	110 0 0		
47	Hampton, Girls - - N. 3	- - -	42	9 16 3
47	Hampton, New - - Ch. 3	- - -	112	58 19 10
47	Hampton, New, St. James' - N.	62 0 0		
47	Hampton Wick - - N. 3	30 0 0	103	55 19 6
47	Hampton Wick, Free *d*			
134	Hanwell - - N. 4	329 16 0	199	112 0 2
132	Hanworth - - N.	90 0 0		
132	Harlington and Cranford - N. 7	166 0 0	114	44 11 0
132	Harmondsworth N. 11	92 3 9	97	35 8 0
135	Harrow-on-the-Hill - - N. 5	*50 0 0	260	132 18 10
	" "	504 0 0		
135	Harrow Weald " N. 5	305 2 0	137	65 16 4
14	Hatton Wall, St. Peter - R. 6	- - -	106	22 2 4
9	Haverstock Hill, Boys - R. 5	- - -	62	43 8 4
133	Hayes (Infant) - - - N. 6	*60 0 0	94	44 9 2
	" "	115 0 0		
133	Hayes, Triplett's Charity 6	- - -	76	*e*
135	Hendon - N. 4	779 0 0		
135	Hendon, All Saints' (Child's Hill) - - Ch. 4	276 0 0	74	29 9 4
134	Heston, Industrial and National - 6	398 12 6	187	105 14 6
10	Highbury, Metropolitan Practising - *c*	450 0 0		
10	Highbury Vale, Ch. Ch. - Ch. 1	*80 0 0	160	73 18 10
	" "	199 15 0		
10	Highbury - W. 11	- - -	287	119 12 10
137	Highgate - B. 7	- - -	152	71 0 0
10	Highgate, St. Joseph's - R. 5	- - -	175	88 3 10
137	Highgate, St. Michael's - N. 4	2,125 0 0	254	142 13 10
133	Hillingdon and Cowley, Boys - - N. 5	81 6 0	75	38 1 0
133	Hillingdon, Girls and Infants - N. 5	108 10 10	136	61 0 2
133	Hillingdon, St. Andrew's - N. 5	165 0 0	40	4 11 8
18	Holborn, St. Alban's - - N. 5	- - -	207	75 5 9

a School not existing. *b* For two years. *c* School closed. *d* Removed from inspection.
e Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
14	Holborn, Hatton Garden, St. Andrew's P.	11 - - -	228	112 5 4
14	Holborn, St. Andrew's, Trinity District - -	N. 4 - - -	126	41 17 9
14	Holborn, St. George the Martyr (Theobald's Road)	N. 3 642 0 0	123	51 2 8
12	Holborn, St. George the Martyr (Queen Square) -	N. 577 5 0		
10	Holloway, Our Lady of the Sacred Heart	R. 11 - - -	88	40 3 7
9	Home and Colonial Model, Mixed -	6 - - -	137	60 0 0
9	Home and Colonial Model, Infants -	6 - - -	156	65 10 10
9	Home and Colonial Practising, Lower	6 - - -	148	62 3 6
9	Home and Colonial Practising, Upper	6 - - -	179	86 18 8
25	Home in the East Reformatory.			
11	Homerton, Practising - -	5 - - -	396	61 7 9
11	Homerton, Ram's, Episcopal.			
11	Homerton Row Congl.	5 - - -	61	13 4 1
11	Homerton, St. Barnabas' -	P. 1 - - -	151	39 3 2
137	Hornsey -	N. 4 133 0 0	225	114 6 8
137	Hornsey, South, Milton Congregational Ch.	- - -	235	84 10 1
134	Hounslow	170 0 0	152	70 7 6
	Heath, Mixed	N. 6	18	5 8 4
134	Hounslow, Infants -	3 - - -	89	41 11 10
134	Hounslow, Subscription -	Ch. 3 - - -	207	106 5 8
20	Hoxton, New North Road, Mintern St. W.	2 1,360 0 0	696	335 15 0
20	Hoxton, St. John's -	N. 1 886 6 8	625	278 14 2
20	Hoxton, Holy Trinity -	P. 1 656 5 0	501	227 4 0
			16	5 15 0
134	Isleworth, St. Mary's -	R. 4 - - -	62	28 15 7
134	Isleworth, Woodlands, St. John's -	N.		
134	Isleworth, Endowed Charity -	Ch. 4 - - -	136	63 0 6

a Refused under Article 51*a*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
10	Islington, All Saints' -	N. 4 543 15 0	428	205 6 0
10	Islington, All Saints', Infants and Sunday -	79 0 0		
10	Islington, Chapel of Ease -	P. 4 30 0 0	650	374 10 9
10	Islington Reformatory.			
10	Islington, St. Andrew's, Infants -	N.		
10	Islington, St. Bartholomew's	Ch. 5 - - -	82	*a*
10	Islington, St. Clement's -	N. *See* Barnsbury.		
10	Islington, St. James' (Holloway) -	N. 4 *100 0 0	588	331 2 2
	"	1,099 7 6		
10	Islington, St. John the Evangelist -	R. 3 - - -	122	48 9 7
10	Islington, St. John's (Upper Holloway)	N. 4 507 18 0	430	224 2 0
10	Islington, St. Jude's -	Ch. 11 1,128 0 0	238	72 13 9
10	Islington, St. Jude's, Elementary	11 - - -	422	102 16 4
10	Islington, St. Mary's -	N. 4 1,940 8 4	448	209 16 8
10	Islington, St. Matthew's	N. 4 - - -	283	152 11 2
10	Islington, St. Matthias' -	N. 1 - - -	105	19 0 11
10	Islington, St. Michael's -	N. 11 - - -		*b*
10	Islington, St. Paul's -	N. 4 *287 0 0	274	121 0 0
10	Islington, St. Peter's -	N. 12 516 0 0	308	101 15 11
10	Islington, St. Stephen's -	N. 1 164 3 4	301	212 8 8
10	Islington, St. Stephen's, Infants -	N. 375 0 0		
10	Islington, St. Thomas' -	N. 4 679 3 9	594	239 12 0
			8	4 0 0
10	Islington (South) and Pentonville	B. 6 553 0 0	261	156 8 0
10	Islington, Trinity -	N. 4 54 0 0	355	175 4 4
10	Islington, Union Chapel (Church Street) -	B. 11 *200 0 0	120	53 0 1
10	Islington, Unity Chapel	10 - - -	51	11 4 7

b Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount. £ s. d.
	MIDDLESEX—*cont.*			
9	John Street Chapel (Calthorpe St.) B.	*500 0 0		
7	†John's Wood, St., Family Home.			
7	John's Wood, St. - - R. 2	- - -	226	111 3 9
7	John's Wood, St., St. Stephen's N. 4	65 9 0	248	136 3 8
2	Kensall Green, St. John's - N. 6	440 15 0	247	108 9 4
			34	17 1 8
1	Kensington, Ch.Ch. (Gore Lane) - N. *a*	120 0 0		
1	Kensington, Free - - 2	- - -	349	69 0 8
1	Kensington Gore (Park Lane) - - B. *a*	*30 0 0		
1	Kensington Gravel Pits N.	130 0 0		
1	Kensington, (late Hornton Street - B. 9	*200 0 0	158	54 0 0
1	Kensington, Jennings' Buildings District - -	241 0 0		
1	Kensington, St. Clement's (late St. Andrew's) - N. 2	336 8 9	189	82 15 6
1	Kensington, St. Barnabas and St. Philip (Earl St.) - - P. 6	287 0 0	368	151 19 8
1	Kensington (Vicarage Place) R.			
9	Kentish Town N. 4	846 0 0	421	125 2 8
135	Kenton - N.	33 0 0		
135	Kilburn, Trinity, Boys - - N. 4	354 0 0	532	276 18 4
135	Kilburn, Trinity, Girls and Infants N.	338 0 0		
8	Kilburn, St. Mary's - Ch. 4	- - -	97	31 14 4
132	Laleham - Ch.			
24A	Limehouse, St. Anne's - N. 12	78 10 0	545	230 8 8
24A	Limehouse, St. Anne's, Infants - N. 12	499 0 0	*b* 94	35 14 0
			b 123	55 2 2
24A	Limehouse, St. John's - N. 12	935 1 7	561	281 17 10
			16	7 6 8
24A	Limehouse, St. Peter's Mission - 11	- - -	93	38 7 4
24A	Limehouse - W. 2	336 6 8	218	95 6 4

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount. £ s. d.
	MIDDLESEX—*cont.*			
12	Lincoln's Inn Fields (Gate Street) - R. 2	100 0 0	274	145 15 4
7	Lisson Grove B.			
7	Lisson Grove, St. Paul's (The Bentinck Schools) 3	1,923 0 0	526	276 13 8
1	Lisson Grove (New Road), Destitute Girls' and Industrial Refuge.			
17	London, Aldersgate Ward (Packlington) N. 6	1,400 0 0	182	*c*
17	London, Crippiegate, Chapel St. Unitarian Domestic Mission - 6	- - -	235	126 6 2
19	London, Cripplegate within Ward - 2	- - -	67	4 8 1
24A	London, East (Johnson St.) R.			
24A	London, East (14 Red Lion Street, Wapping) - - R.			
19	London, East (Shoe Black Society), Refuge and Reformatory.			
17	London, City of, First School - 3	- - -	89	30 13 2
17	London, City of, Fourth School (Fire Ball Court), Houndsditch 3	55 6 8	176	39 3 5
18	London (Fox and Knot Court) - B. 11	- - -		*d*
18	London, Harp Alley (Farringdon St.) B. 6	- - -	76	32 10 8
	†London, Langbourne Ward N.			
19	London, North-west Industrial.			
19	London, North-west Reformatory.			
16	London, St. Barnabas' (King Sq.) - N. 11	*250 0 0	171	46 8 7
19	London, St. Bartholomew's (Moor Lane) Ch. *e*			
18	London, St. Dunstan's in the West - N. 2	- - -	142	61 12 0

a School pulled down. *b* For two years. *c* Refused under Article 52 *d*. *d* Due, but not paid.
e Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
18	London, St. Dunstan's in the West, Fetter Lane, Infant - - 2	- - -	76	35 3 5
19	London, City of, (Shoe Lane, Holborn) Second School - S. 3	71 10 0	170	62 12 8
19	London, South-east, City, Infant.			
19	London, Tower Ward, Charity.			
1	Maida Hill Industrial Refuge.			
5	Martin's, St., in the Fields (Adelaide Place) - N. 3	60 0 0	531	255 17 8
5	Martin's, St., in the Fields, Northern - N. 3	1,334 1 6	386	206 5 4
7	Mary-le-bone, Bell Street, Ragged.			
7	Mary-le-bone, Central - N. 5	2,500 0 0	630	301 13 10
7	Mary-le-bone, Christ's Chapel - - N. 2	*165 0 0 67 0 0	431	189 18 8
7	Mary-le-bone, Ch. Ch. - N. 2	- - -	540 33	272 7 10 11 5 0
7	Mary-le-bone, (Eastern) All Souls', N. and Infants 4	- - -	666 36	318 6 10 9 15 0
7	Mary-le-bone, Grotto Passage, Ragged.			
7	Mary-le-bone, Hampden Gurney N. 4a	- - -	499 26	291 5 6 10 0 0
7	Mary-le-bone, Hill Street, Dorset Sq., Reformatory.			
7	Mary-le-bone Lane, St. James' - R. 1	- - -	399	222 15 10
7	Mary-le-bone U.			
7	Mary-le-bone Pres.	*b*		
7	Mary-le-bone, Quebec Chapel, Girls' - N. *a*			
7	Mary-le-bone Road - - R. 1	- - -	273	146 4 2
7	Mary-le-bone, St. Barnabas (late Ch. Ch., Manning Place - N. 2	- - -	70	34 1 8
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
7	Mary-le-bone, St. Luke's, Nutford Place (late Diocesan) - N. 4	1,465 0 0	357	174 12 6
7	Mary-le-bone, St. Mark's N. 3	- - -	167	82 5 4
7	Mary-le-bone, St. Matthew's - N.			
7	Mary-le-bone, the Shaftesbury - - N. 2	- - -	57	28 13 8
7	Mary-le-bone, Trinity - N. 5	- - -	602	265 4 0
7	Mary-le-bone, (Western) - N. 3	- - -	484	238 1 0
8	Mayfair, Curzon - - - 10	1,400 0 0	256	91 2 4
14	Metropolitan, West, Jews' (Red Lion Square) - 1	- - -	119	59 18 2
22	Mile End, Latimer Chapel (Bridge Street) - B. 2	120 0 0	180	91 17 2
22	Mile End, New Town (Church Street) - B. 1	- - -	237	136 13 6
25	Millwall - B.	252 0 0		
136	Mimms, South N.	*75 0 0		
19	Moorfields, St. Mary's (Bunhill Row) - R. 4	- - -	99	49 13 4
7	Moor Street, Edgware Road - - R.			
137	Muswell Hill, St. James' - N. 4	165 0 0	75	34 0 8
1	Norland and Kensington Potteries - N. *c*	150 0 0		
133	Northolt - Ch. 6	87 15 0	40	17 0 4
133	Northwood - Ch. 4	170 0 0	56	25 12 8
1	Notting Dale B. 3	- - -	166	66 3 10
1	Notting Hill, Horbury - B. 2	- - -	256	113 12 4
1	Notting Hill and Kensington - N. *d*	22 2 6		
1	Notting Hill, Potteries Lane R. 3	- - -	91	42 12 6
1	Notting Hill, St. Francis' R.			
1	Notting Hill, St. James' - N. 1	336 11 3	371	178 6 2
1	Notting Hill, St. John's - Ch. 9	687 0 0	404	212 17 4
25	Old Ford, St. Stephen's - N. 10	384 0 0	159	78 6 0
16	Old Street Road, St. Mark's - N. 5	410 0 0	283 5	134 13 8 1 14 2

a Portman Square N.S. and Quebec Chapel, Girls, N.S., are merged into the Hampden Gurney Schools.
b School not existing. *c* School sold and proceeds applied towards erection of Notting Hill, St. James' N.S.
d Incorporated with Notting Hill, St. John's, N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
1	Paddington, All Saints' - N. 6	180 0 0	208	108 12 8
1	Paddington Green, St. Mary's - N. 6	*250 0 0	299	98 12 4
1	Paddington, Harrow Road, Woodfield District - N. *a*			
1	Paddington, Home Reformatory.			
1	Paddington, Ranelagh Road Mission - 4	- - -	128	52 7 0
1	Paddington, St. James' and Ch. Ch. N. 2	927 0 0	440	229 8 8
1	Paddington, St. John's - N. 1	- - -	232	115 12 0
1	Paddington, St. Luke's Ch. 2	- - -	140	70 17 2
1	Paddington, St. Mary Magdalene Ch. 9	- - -	92	21 18 8
1	Paddington, St. Peter's Ch. 7	- - -	142	71 0 4
1	Paddington, St. Stephen's N. 2	628 0 0	398	212 11 6
1	Paddington, Holy Trinity N. 6	618 10 0	467	278 17 2
1	Paddington, Trinity, St. Paul's Branch - - 2	- - -	132	31 16 7
9	Pancras, St., Ch. Ch. (Edward St.) - N. 4	303 18 9		
9	Pancras, St., Ch. Ch. (Upper Albany Street) - N. 4	*320 0 0	539	227 12 0
	" " "	245 11 4	9	2 5 10
9	Pancras, St. - N. 4	- - -	605	306 8 0
			18	4 18 4
9	Pancras, St., (Old) - N.			
9	Pancras, St., Euston Road, Industrial Boys' Home.			
9	Pancras St., All Saints, (Gordon Sq.) N. 11	1,991 2 8	265	109 19 8
9	Pancras, St., Little Howland Street, St. Charles R. 3	- - -	140	59 13 10
9	Pancras, St., Percy Chapel, The Russell School of Industry *b*	*50 0 0		
	" "	6 10 0		

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
9	Pancras, St., Regent Square Church (Dutton Street) - N. 10	640 0 0	184	68 16 0
9	Pancras, St., St. Anselm's R. *b*			
9	Pancras, St., St. James' District (Hampstead Road) - 9	- - -	217	91 14 0
9	Pancras, St., St. John the Evangelist's N. 6	3,000 0 0	546	271 7 10
9	Pancras, St., St. Matthew's (Bedford New Town) N. 7	599 7 6	291	141 6 0
			26	7 0 0
9	Pancras, St., Holy Trinity N. 4	1,001 10 0	474	187 3 4
			33	12 2 6
9	Pancras, St., Woburn Chapel - Epis. 9	- - -	235	86 8 2
15	Pentonville, Infants - Ch.			
15	Pentonville, St. Silas', Penton St. N. 10	- - -	122	41 19 8
3	Pimlico, Eaton Chapel - N. *b*			
3	Pimlico, Ebury Street, Mixed.			
3	Pimlico, Queen Street, Mrs. Towers' - 6	- - -	98	40 1 0
3	Pimlico, Ranelagh Road - W. 7	- - -	290	111 1 8
3	Pimlico, St. Barnabas' - N. 1	410 0 0	302	130 15 10
3	Pimlico, St. Gabriel's - N. 2	1,102 5 0	535	255 15 8
3	Pimlico, St. Michael's - N. 2	1,063 0 0	554	268 13 8
3	Pimlico, St. Peter's - N. 12	- - -	314	141 1 2
135	Pinner - N. 4	277 14 4	144	86 6 4
25	Poplar, All Saints', Boys N. 2	- - -	196	89 9 4
25	Poplar, All Saints', Infants - N. 2	- - -	167	85 5 8
25	Poplar, All Saints' (Wade Street) - R. 1	- - -	205	90 6 6
25	Poplar, Ch. Ch. - N. 2	630 0 0	270	99 15 6
25	Poplar, Garford St. - Ch. 2	- - -	217	123 2 6
25	Poplar, Hale St. - W. 4	- - -	222	129 3 10
25	Poplar, Ladies' Charity - 1	- - -	49	21 0 0
25	Poplar, Regent St. - B. 7	- - -	289	*c*

a School sold. *b* School closed. *c* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
25	Poplar, Northumberland Street, St. Saviour's - N. 1	963 0 10	587	263 3 4
25	Poplar and Blackwall, Free - - B. 4	- - -	474	270 9 10
25	Poplar, St. Matthias, Bow Lane Ch. 11	- - -	126	59 13 1
7	Portland (Riding House St.), Portland Place - B. 2	- - -	404	182 9 6
7	Portland Town, Infants - Ch. 6	- - -	267	133 19 4
7	Portland Town, Family Home.			
7	Portman Chapel (East Street), Marylebone - Ch. 4	1,434 6 0	476	259 12 4
7	Portman Square - N. *a*			
7	Portman Square, St. Thomas' N. 5	759 15 0	343	174 1 6
136	Potter's Bar, St. John's - N. 7	- - -	65	38 7 10
12	Queen Street, Great - W. 5	1,700 0 0	254	124 5 8
16	Radnor St., St. Luke's (City Road) W. 6	*225 0 0 }	544	290 19 6
	" "	937 0 0 }		
24a	Ratcliffe Cross, St. James' - N.	250 0 0		
135	Roxeth, Ch. Ch. District 5	575 0 0	58	21 2 8
133	Ruislip - Ch. 6	231 5 0	65	30 1 10
14	Saffron Hill, St. Peter's (Onslow Street) - N. 4	187 0 0	242	125 9 4
18	Sepulchre's, St. (Greenhill Rents, Cowcross), Boys and Girls - P. 12	- - -	198	71 8 11
			18	4 10 0
18	Sepulchre's, St. (Within), Ball's Court (Giltspur St., Snow Hill) Boy's - - N. 12	22 10 0	76	2 10 0
18	Sepulchre's, St., Girls (33, King Street, Snow Hill) N. 12	- - -	105	47 2 8
1	Shepherd's Bush, St. Stephen's - P. 3	- - -	152	69 12 8
			27	7 15 10
1	Shepherd's Bush, St. Stephen's (Latymer Road) - N. *c*			
132	Shepperton - N. 6	- - -	49	20 2 6
132	Shepperton, Girls and Infants - N. 6	- - -	69	16 15 0
20	Shoreditch, St. Leonard's N. 10	125 0 0	161	19 18 8
20	Shoreditch, St. Leonard's, Infants - N. 10	- - -	163	72 8 6
20	Shoreditch, St. Leonard's - U.			
9	Somers Town B. 6	929 17 0	314	141 4 6
9	Somers Town, Ch. Ch. - N. 7	862 0 4	303	68 18 4
9	Somers Town, Grenville St. R. 5	- - -	120	51 11 4
9	Somers Town, Middlesex St. - - Pres. 7	- - -	194	102 17 6
133	Southall - N. 5	212 0 0	98	44 13 10
137	Southgate, Boys - - Ch. 8	- - -	64	*d*
			31	9 10 8
137	Southgate - N. 7	- - -	116	45 14 9
137	Southgate - B. 4	- - -	34	20 19 0
20	Spital Square, St. Mary's - N.	642 15 0		
22	Spitalfields P. and N. 9	52 10 0*e*	210	57 5 4
			142	54 10 6
22	Spitalfields, Bell Lane, Jews' Free - 2	- - -	1,597	*d*
22	Spitalfields, Booth St., Infants - N. 9	- - -	74	33 14 0
22	Spitalfields, King Edward's - 3	- - -	345	148 1 10
22	Spitalfields, Refuge for Girls.			
22	Spitalfields, St. Ann's (Goulston Street) - R. 3			
22	Spitalfields, St. Ann's (Hunt Court) R. 3	- - -	375	191 12 2
22	Spitalfields, St. Ann's (Princes Street) - R. *c*			
22	Spitalfields, (Spicer St.) (Boys) Free St. Ann's R. 3	- - -	245	133 0 6
21	Spitalfields, Spicer St., Unitarian Domestic Mission - 7	- - -	260	145 4 0
22	Spitalfields, Wood St. - B. 3	515 13 4	160	79 7 2
134	Spring Grove District - N. 4	884 0 0	110	55 2 10

a Merged into the Hampton Gurney Schools. *b* This grant made under the name of Sudbury in Harrow.
c School closed. *d* Refused under Article 52 *d*. *e* For two years.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
132	Staines - N. 5	95 6 0	243	122 13 5
132	Staines - B. 1	- - -	29	9 15 0
132	Staines, Infants.			
135	Stanmore, Great - N. 5	- - -	127	61 6 8
1	Starch Green B. *a*			
22	Stepney, All Saints' - N. 10	419 7 0	206	115 4 8
24A	Stepney - U.			
24B	Stepney, Red Coat, Endowed - N. 10	*200 0 0 78 13 0	497 5550	208 12 8 252 12 0
	" - "		26	7 1 8
24B	Stepney, Redman's Row, Inft. - N. 10	- - -	194	82 1 2
24B	Stepney, St. Paul's - N. 10	1,450 0 0	484	249 8 2
24B	Stepney, St. Peter's - N. 10	50 0 0	337	125 11 10
24B	Stepney, St. Philip's - N. 10	450 0 0	177	101 8 0
24B	Stepney, St. Thomas' - N. 10	1,532 7 1	640	220 8 8
24B	Stepney, Holy Trinity - N. 10	535 5 0	356	195 10 8
11	Stoke Newington - P. 1	- - -	201	102 0 6
11	Stoke Newington - B.	*200 0 0		
11	Stoke Newington - W. *a*			
132	Sunbury - B. *a*	*50 0 0		
132	Sunbury - P. 5	- - -	165	79 19 6
47	Teddington, Public - N. 4	- - -	159	75 19 2
1	Titchbourne Court, Industrial.			
10	Tollington Park, St. Mark's, and Hornsey Rise, St. Mary Infants and N. 4	617 11 0	462	201 1 6
137	Tottenham - N. 7	154 12 4	73	19 3 7
137	Tottenham, Asylum, Girls - - B.			
137	Tottenham, Girls - - B. 7	- - -	89	48 15 10
137	Tottenham Green, Industrial - 7	- - -	45	*c*
137	Tottenham, Hanger Lane (Stamford Hill), St. Ann's, Boys - - N. 7	155 0 0	51	31 0 0
137	Tottenham, Hanger Lane (Hermitage) Ch. 7	311 0 0	81	39 19 0
137	Tottenham, High Cross, Trinity District, Inft. - N. 7	93 0 0	59	24 18 0
137	Tottenham, Lancasterian.			
137	Tottenham, Infants - W. 7	- - -	63	25 11 6
137	Trent (East Barnet) - Ch. 6	285 16 0	55 14	21 4 0 1 15 0
137	Trent, High Stone - Ch. 6			
4	Trevor Chapel (Knightsbridge) B. *d*			
134	Turnham Green, Boys N. 9	- - -	68	28 5 5
134	Turnham Green, Infants - - N. 9	100 0 0	100	47 12 6
134	Turnham Green - R. 11	- - -	98	47 13 4
134	Twickenham B. 5	- - -	73	30 18 10
134	Twickenham Common (Archdeacon Cambridge's) N. 4	431 17 6	253	108 19 3
134	Twickenham Common, Infants - -	100 0 0		
134	Twickenham, Infants.			
134	Twickenham, Montpelier, Female - Ch. 4	- - -	66	31 1 10
134	Twickenham P. 4	- - -	214	70 14 4
133	Uxbridge - B. 11	*100 0 0	74	34 15 8
133	Uxbridge, St. Margaret's N. 7	- - -	249	91 1 2
133	Uxbridge Moor, St. John's - N.	164 0 0		
1	Walham Green (Fulham), St. John's - N. 3	*175 0 0 442 7 6	337	150 0 8
24A	Wapping (Gravel Lane) - W. 11	- - -	185	103 19 4
24A	Wapping, St. John's - B. *e*	*175 0 0		
135	Wembley - Ch.			
1	Westbourne N. 2	- - -	244	118 2 8
4	Westminster, All Saints', Knightsbridge - N. 2	- - -	134	61 14 0
6	Westminster (Archbishop Tenison's) - N.			
4	Westminster, Blue Coat - N. *d*			
4	Westminster Chapel, Congregational 11	- - -	275 35	121 5 6 8 19 2
4	Westminster, Ch. Ch. (Broadway) N. 2	535 7 0	217	122 17 4
4	Westminster, Coburg Row, Ragged.			

a School closed. *b* For two years. *c* Refused under Article 52 *d*. *d* Removed from inspection.
e School not existing.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
3	Westminster, Curzon, *see* Mayfair - N.			
4	Westminster, Dacre Street Reformatory.			
13	Westminster, Greek Street, Soho - - R.			
3	Westminster, St. George's District (Hanover Square) N. 7	- - -	327	156 19 8
3	Westminster St. George's (Hanover Square), United - N. 7	- - -	421	207 15 2
4	Westminster, National Society's Central - N. *a*			
4	Westminster, National Society's Central (Organizing Masters).			
4	Westminster, Old Pye St., Ragged.			
13	Westminster, St. Anne's (Soho) - N. 2	43 3 4	335	137 13 4
13	Westminster, St. Clement Danes' Charity - - N. *b*			
4	Westminster, St. Edward's R. 4	- - -	102	50 6 2
4	Westminster, St. James' the Less (Garden Street) - N. 2	- - -	326	141 10 4
6	Westminster, St. James', Marshall Street - N. 1	- - -	29 407 44 —	c10 2 6 187 8 0 14 13 4 *d*20 0 0
6	Westminster, St. James' (Offertory), Swallow Street, Piccadilly - 1	*50 0 0	87	*e*
13	Westminster (Soho), St. John the Baptist Mission, (St. Ann's Court, Dean Street) - 5	- - -	99	35 13 4
4	Westminster, St. John's (Tufton Street) - N. 2	*600 0 0	242	88 13 4
6	Westminster, St. Luke's (Berwick Street) - N. 1	*250 0 0	283	93 0 0
4	Westminster, St. Margaret's (Tothill Street) - Ch. 2	1,104 0 0	278 36	129 3 8 10 12 6
13	Westminster, St. Mary's (Crown St.) (Soho) - Ch. 7	- - -	132	33 13 0
4	Westminster, St. Mary's R. 4	1,000 0 0	424	229 11 11
4	Westminster, St. Mary's (Vincent Square) - N. 3	742 15 0	297	180 16 4
4	Westminster, St. Matthew's (Gt. Peter Street) - N. 3	2,381 0 0	330 51	173 17 8 18 15 10
3	Westminster, St. Paul's (Knightsbridge) - P. 11	- - -	279	115 1 8
6	Westminster, St. Peter's, Great Windmill Street Ch. 5	- - -	136	62 11 4
4	Westminster, St. Stephen's (Rochester Row) - - N. 3	- - -	448 36	261 13 10 14 3 4
5	Westminster, South Molton Lane, Infants - R. 2	- - -	93	40 9 0
9	Westminster, Tudor Place, St. Patrick (Soho) - R. *b*			
4	Westminster, Holy Trinity (Vauxhall Bridge Road) Ch. 3	445 1 3	286	152 5 0
4	Westminster, Practising W. 11	2,650 0 0	826	407 19 2
136	Whetstone, St. John's - N.	145 18 9		
22	Whitechapel, Charlotte Street, Infant - - 5	- - -	86	34 6 8
22	Whitechapel U.			
22	Whitechapel Probationary Refuge.			
22	Whitechapel Refuge, Industrial.			
24B	Whitechapel, St. Boniface R. 6	- - -	339	160 6 8
22	Whitechapel, St. Jude's - N. 3	302 0 0	174	77 12 0

a Children transferred to St. Margaret's Tothill St., N.S.
b Removed from inspection.
c Evening school grant for 1868.
d Retiring pension.
e Refused under Art. 52 *d*.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
22	Whitechapel, St. Mark's - N. 11	478 12 2	241 13	92 16 8 3 14 2
22	Whitechapel, St. Mark's, Mixed.			
22	Whitechapel, St. Paul's, Dock St. - Ch. 5	- - -	178	74 10 10
22	Whitechapel Society's - N. 3	- - -	383	167 5 10
2	Whitelands (Upper), Model - N. 11	600 0 0 *a*	219 224	90 16 8 97 11 2
2	Whitelands (Lower), Practising - 11	*a*	184 187	34 15 0 36 16 6
134	Whitton, Industrial - Ch. 4	397 10 4	77	40 14 6
135	Willesden - Ch.	250 0 0		
137	Winchmore Hill - - N. 7	790 0 0	104	19 17 4
23	Wycliffe Chapel, Philpot Street, Commercial Rd. B.	*150 0 0		
133	Yeading - N. *b*	17 15 0		
	MONMOUTHSHIRE.			
578A	Abergavenny, Boys - - N. 7	350 0 0	166 36	101 8 0 12 16 8
578A	Abergavenny, Girls' and Infants - Ch. 7	404 0 0	170	82 15 2
578A	Abergavenny R. 6	- - -	85	58 5 0
579	Abersychan - R.			
579	Abersychan Works - N. 7	1,825 0 0	299	151 9 6
578B	Abertillery - N. 7	588 0 0	131 18	49 19 8 4 13 4
578B	Abertillery - B. 10	- - -	165	90 17 6
580	Blackwood - B. 10	277 6 8	180	40 15 0
578A	Blaenafon, Endowed - N. 6	155 0 0	153	1 7 11
578A	Blaenafon, Infants - N. 6	115 0 0	174	64 10 2
578B	Blaina - - B. *b*	- - -	—	*c*5 0 0
578B	Blaina, Inft. N. *b*			
578B	Blaina Garn, Infants - *b*			
580	Brides, St. - B. 11	- - -	30	20 10 0
576	Chapel Hill and Tintern Parva - N.	*70 0 0		
576	Chepstow - N. 7	*64 0 0 40 0 0	127	47 18 8
576	Chepstow, Infants - N.	150 0 0		
580	Christchurch N.	377 15 0		
580	Court-y-bella N. 7	700 0 0	180 33	82 12 2 10 15 10
579	Crumlin and Llanhileth N. 7	318 15 0	111	45 6 6
579	Cwmbrân - N. 7	538 0 0	87	39 11 4
	MONMOUTH—*cont.*	£ s. d.		£ s. d.
579	Cwmbrân - B. 11	- - -	*a*56 66	23 15 0 25 5 10
579	Cwmbrân - R. 7	- - -	53	73 1 9
578A	Cwmyoy - N.	140 0 0		
578B	Ebbw Vale Works - 10	- - -	423 43	219 17 8 17 4 2
578B	Ebbw Vale Victoria - 10	- - -	202	102 2 8
578A	Forest - - B. 11	- - -	28	9 8 9
578A	Govilon - B. 11	- - -	54	35 10 3
579	Goytrey - N.	139 0 0		
579	Goytrey - B. 11	- - -		*d*
348	Grosmont, End.			
580	Islwyn - - B. 10	- - -	68	36 16 8
578A	Llanarth - N. 7	*50 0 0	42	19 9 8
	" - "	181 0 0		
578A	Llanddewi, Rhydderch N. 7	61 17 6	24	11 17 10
580	Llandevaud Ch.	59 0 0		
578A	Llanellen - N. 7	148 15 0	58	24 17 1
578A	Llangattock, Lingoed (James Davies') - N.	45 0 0		
579	Llangibby - Ch. 7	- - -	30	31 9 6
580	ntarmam B. 11	- - *a*	135 28 96 15	77 3 2 7 19 5 47 11 0 4 4 2
578A	Llanthewi Rhytherch B. 11	97 17 6	42	31 10 0
579	Llantrissent N.	85 0 0		
579	Llanvrechva, Lower - N. 7	- - -	70	30 7 0
578A	Llanwenarth, Ultra - - N. 10	143 0 0	41	17 12 10
578A	Llanwenarth, Citra - - N.	126 5 0		
580	Magor - - N. 10	203 0 0	55	23 4 2
580	Maindee (Christchurch) - N. 5	- - -	170	66 16 0
579	Mamhilad and Llanvihangel N.	158 0 0		
580	Marshfield - N.	233 0 0		
581	Melan's, St. - Ch. 10	- - -	54	15 19 3
577	Monmouth - N. 6	370 13 4	81	37 15 3
577	Monmouth, St. Thomas', Overmonnow - N. 7	178 12 6	86	31 3 6
576	Mynyddbach (Shirenewton) - - Ch. 7	- - -	49	23 13 8
578B	Nantyglo - N. 5	- - -	258 75	126 12 4 17 15 10
580	Newport-on-Usk - - N. 7	*275 0 0 133 5 0	189	78 17 4
580	Newport-on-Usk - - B. 11	*75 0 0	123	58 10 8
580	Newport-on-Usk, Infts. R.	520 0 0		
580	Newport-on-Usk, St. Mary's - R. 6	- - -	412	214 4 10
579	Panteg, Wern N. 7	382 4 0	57	23 6 6
577	Penrhos - N.	119 3 9		
580	Pillgwenlly N. *e*			

a For two years. *b* School closed. *c* Paid under Article 90[1] (2). *d* Due, but not paid.
e Merged into Pillgwenlly, Trinity Ch.

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	MONMOUTH—*cont.*	£ s. d.		£ s. d.
580	Pillgwenlly, Trinity - Ch. 7	- - -	275	101 19 0
580	Pillgwenlly - W. 11	- - *a*	247	142 2 1
			266	153 12 8
579	Pontnewynydd - N.	365 7 8		
578B	Pontygof - 10	- - -	331	189 5 0
579	Pontymoile - N. 7	843 0 0	177	77 4 6
579	Pontypool, Charity - N. 7	*114 0 0	275	119 8 10
	" " "	241 15 10		
579	Pontypool, St. Alban's R.			
577	Ragland - N. 7	- - -	48	19 5 11
578B	Rhymney Iron Works B. 5	- - -	199	129 6 2
			60	24 15 0
578B	Rhymney Iron Works N. 5	- - -	488	304 4 2
			168	62 11 8
578B	Rhymney, Lower - B. 5	- - -	151	81 15 2
578B	Rhymney - R. 6	- - -	125	59 11 4
580	Risca - B. 10	- - -	74	27 13 9
577	Rockfield - N.			
576	Shirenewton Ch.			
576	Shirenewton, Earlswood Common - Ch. 7	244 0 0	27	10 7 6
578D	Sirhowy - B. 10	- - -	304	148 7 6
577	Skenfreth - N.	45 0 0		
577	Skenfreth - B. 11	- - -	*b*	
578B	Tredegar - N. 5	- - -	95	33 7 4
			24	6 16 8
578B	Tredegar, New - - B. 5	- - -	139	73 15 0
			25	7 4 2
580	Tydee Tin Works -	- - -	83	42 10 6
579	Usk, Elementary - - 11	- - -	—	*b*
	NORFOLK.			
237	Acle - - P. 11	56 10 6	109	58 14 10
239	Alburgh - N.	75 0 0		
231	Aldborough Ch. 1	- - -	48	27 1 2
238	Aldeby - N. 1	36 0 0		
239	Ashwelthorpe, Village - *c*			
245	Ashwicken and Leziate - N.	181 0 0		
232	Aylsham - N.	175 0 0		
231	Baconsthorpe Ch. 1	- - -	39	25 12 6
230	Bacton - N. 1	244 0 0	51	34 14 0
			9	3 4 2
240	Banham Rectory - - N. 3	- - -	125	48 11 8
			12	3 13 4
235	Barnham Broom - N. 1	96 6 0	51	36 5 0
237	Beighton - N.	100 0 0		
245	Bilney, West, and Pentney N. 3	*70 0 0	39	12 19 4
243	Binham - N. 7	- - -	56	38 8 6
			15	3 12 6
243	Blakeney - N. 7	- - -	105	54 13 6

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
248	Bradenham, East - - N.			
248	Bradenham, West, District - - N.	639 18 0		
244	Brancaster - P. 6	168 18 9	48	23 13 2
242	Brisley - N.	88 0 0		
231	Briston - N.	65 0 0		
239	Brockdish - N. 11	51 4 10	46	33 10 0
238	Brooke - - P. *c*	*80 0 0	*a* 47	10 6 10
240	Buckenham, New - - N. 4	- - -	78	33 12 10
			17	5 10 10
238	Burgh Apton N.			
237	Burlingham and Lingwood - - Ch. 3	- - -	67	38 19 2
244	Burnham, Westgate - N. 7	320 0 0	118	68 7 3
			21	6 17 9
232	Buxton - B. 5	- - -	59	21 6 2
229	Caistor - - P. 4	141 0 0	86	43 8 10
229	Caistor, Infants - - *c*	*29 0 0		
241	Carbrooke - N. 5	32 0 0	69	23 15 0
235	Carleton Forehoe - - N. 2	- - -	19	14 5 0
239	Carleton Rode N. *c*			
245	Castle Acre - N.	72 7 0		
245	Castle Rising N. 6	- - -	43	20 16 10
241	Caston - - N. *c*			
230	Catfield - N.	63 0 0		
234	Catton (New) Ch.	216 0 0		
238	Chedgrove - N. 11	286 0 0	52	36 9 6
238	Claxton and Hellington N.	45 0 0		
193	Clenchwarton N. 3	73 0 0	71	33 7 6
			21	7 2 6
231	Cley (next the Sea) - B. 6	288 0 0	90	57 5 8
232	Coltishall - N.	100 0 0		
235	Colton - - N. 2	105 0 0	31	22 1 6
245	Congham - Ch. 5	- - -	37	22 12 10
235	Costessy - N.	*50 0 0		
235	Costessy - B.	*65 0 0		
244	Creake, North N. 7	- - -	52	32 10 2
			17	5 5 10
244	Creake, South N. 7	121 0 0	107	53 15 8
			20	6 5 0
240	Croxton - N.	50 0 0		
239	Denton - N. 10	89 10 0	49	24 5 0
239	Denton - B.			
235	Deopham - N. 10	16 5 0	42	19 13 10
			8	2 15 0
242	Dereham, East N. 7	188 6 0	258	115 2 10
242	Dereham, East B. 5	220 0 0	98	36 15 2
247	Dereham, West N. 5	- - -	44	28 0 0
239	Diss - - N. 11	186 15 0	123	55 15 10
			32	11 15 0
239	Diss - - B. 5	285 8 0	134	56 19 2
			10	2 3 4
238	Ditchingham N. 10	*50 0 0		
	" "	85 15 0	51	15 16 8

a For two years. *b* Due, but not paid. *c* Removed from inspection.

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
244	Docking - P. 6	400 0 0	131	79 7 0
247	Downham Market - - N. 5	204 7 0	86	44 11 8
242	‡Dunham, Little - N.			
231	Edgefield - N. 7	- - -	47	24 10 6
241	Ellingham, Great - . . B.			
242	Elmham, North N. 7	*30 0 0	125	52 15 0
193	Emmeth - N. 3	259 0 0	43	16 18 4
243	Fakenham - N. 7	335 0 4	206	131 10 0 *a*15 0 0
243	Fakenham - B. 5	303 0 0	85	40 4 0
247	Fincham - N. 5	153 10 9	82	42 17 2
239	Forncett, St. Mary's - N. 11	- - -	*b*30 33	18 9 4 14 10 2
239	Forncett, St. Peter's - N. 10	102 10 10	42	18 7 0
232	Foulsham and Bintry - N.	*90 0 0		
236	Framingham, Earl - - N.	92 0 0		
237	Freethorpe and Wickhampton N.	75 0 0		
239	Fritton and Morningthorpe N. 4	45 0 0	44	29 16 3
245	Gayton - N. 6	73 13 4	64 16	29 11 8 2 13 4
245	Gaywood - N. 6	231 0 0	132	84 4 8
238	Geldestone - N. *c*	*26 0 0		
238	Geldestone - B. 10	- - -	32	21 16 7
248	Gooderstone N.	60 0 0		
232	Hackford and Whitwell - P. 7	- - -	125	78 18 8
238	Haddiscoe and Toft Monks N. 2	155 0 0	48	35 10 6
237	Halvergate - N. 10	202 8 9	40	15 10 2
230	Happisburgh N. 1	254 0 0	55	30 5 8
245	Harpley - N.	62 0 0		
234	Heigham Norwich - N. 3	280 0 0	183	95 8 0
230	Heigham, Potter N.	70 0 0		
234	Heigham, South, Trinity Chapel N. 3	- - -	152	89 8 10
239	Hempnall - N.	150 0 0		
236	Hethersett - N. 4	280 4 0	69	43 15 8
247	Hilgay - N.	*75 0 0		
245	Hillington - P. 6	- - -	44	24 11 1
232	Hindolveston N.	75 0 0		
243	Hindringham N.	55 0 0		
235	Hingham - N. 5	74 18 6	139 53	94 2 8 20 12 6
242	Hockering - Ch. 12	- - -	34	22 14 0
249	Hockwold-cum-Wilton N. 3	104 6 8	76	43 4 6
243	Holkham - N. 7	- - -	57	36 8 0
248	‡Holme Hale N.			
231	Holt - - N. 7	138 16 8	123	69 0 6
231	Holt - - B. 6	- - -	81	51 5 10
242	‡Horningham and East Tuddenham N. *d*			

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
233	Horsford - N. 2	- - -	57	27 0 4
244	Ingoldsthorpe P. 6	- - -	35	26 5 0
234	Lakenham - B. 5	- - -	151	68 17 6
234	Lakenham, St. Mark's - N. 11	526 0 2	449 68	264 11 4 21 18 4
243	Langham Episcopi - - 3	- - -	82 16	47 11 8 6 10 0
238	Langley - N.			
242	Litcham - N. 5	- - -	61 11	40 11 8 2 19 2
238	Loddon (Public) - - N. 11	- - -	112 21	63 18 0 7 9 2
240	Lopham, North W. 5	- - -	54 12	26 10 8 2 13 4
240	Lopham, South Ch. *d*			
242	Lyng - - Ch. 7	- - -	83 16	55 15 10 3 15 4
246	Lynn, King's B. 6	499 10 0	194	85 0 8
246	Lynn, North End, Inft. - N. 6	- - -	111	52 15 6
246	Lynn, St. John's - N. 6	646 3 4	318	191 12 10
246	Lynn, St. Margaret's N. 6	632 5 0	361 29	224 13 0 9 10 10
246	Lynn, South, All Saints' N. 6	494 13 4	329	200 9 2
247	Marham - N. 5	53 0 0	87	48 8 2
232	Marsham Reformatory.			
193	Marshland Smeeth - N.	200 0 0		
229	Martham - N. 10	- - -	64	23 2 1
245	Massingham N. *d*	*50 0 0		
236	Melton, Great Ch. 4	- - -	42	23 7 10
245	Middleton (near King's Lynn) - N. 6	288 16 0	41	7 8 0
242	Mileham - N.	*50 0 0		
242	Mitford and Launditch U.			
234	Norwich, Alderman Norman's Endowed - 2	- - -	69	*e*
234	Norwich, Miss Martineau's Female Industrial. *f*			
234	Norwich, Model, Boys - N. 11	185 0 0	*b*217 195	121 8 0 106 4 0
234	Norwich, Model, Girls - N. 11	- - -	98	54 13 4
234	Norwich, Model, Infants 11	- - -	*b*105 97	58 17 4 40 4 4
234	Norwich, New City (Union Place, Higham) Mixed - B. 5	*100 0 0 61 4 3	211	98 15 6
234	Norwich, Octagon Chapel B. 5	- - -	209	117 13 10
234	Norwich, Old Meeting, Boys 5	- - -	85	41 0 0
234	Norwich, Old Meeting, Girls and Infants B. 5	- - -	65	11 13 8

a Retiring pension. *b* For two years. *c* School not existing. *d* Removed from inspection.
e Grant not claimed. *f* School closed.

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
234	Norwich, St. Augustine's N. 3	- - -	211	102 0 6
234	Norwich, St. Giles' - Ch. 2	354 0 0	296	175 3 0
234	Norwich, St. James' and Pockthorpe N. 2	344 0 0	236	108 11 8
234	Norwich, St. John de Sepulchre, Infants - - N. 2	192 0 0	166	65 14 10
234	Norwich, St. Julian's - N. 2	106 19 6	121	58 5 2
234	Norwich, St. Lawrence's, District - 2	- - -	125	67 4 6
234	Norwich, St. Martin-at-Oak N. 11	364 0 0	151	84 7 4
234	Norwich, St. Martin-at-Palace - N. 2	- - -	67	38 4 4
234	Norwich, St. Miles', Sadd's Yard - - B.	60 0 0		
234	Norwich, St. Paul's - N. 2	170 0 0	165	71 2 8
234	Norwich, St. Peter per Mountergate N. 3	173 0 0	230 55	114 14 7 13 9 4
234	Norwich, St. Saviour's - N. 2	- - -	148	63 6 1
234	Norwich, St. Stephen's - N. 10	417 10 0	346 163 *a* 294 74	159 17 4 40 7 11 159 19 6 21 5 0
234	Norwich, St. Swithin's - N.	45 0 0		
234	Norwich, Willow Lane - B.	283 0 0		
229	Ormesby - N.	83 0 0		
193	Outwell - N. 4	296 5 0	73	29 17 0
234	Peafield - B. 5	- - -	41	17 16 8
237	Plumstead Parva - P.	75 7 6		
237	Postwick - N. 1	- - -	36	12 6 4
239	Pulham, St. Mary Magdalen's - N.	132 0 0		
233	Rackheath Village - Ch. 1	- - -	26	12 15 10
239	Redenhall - N. 10	112 10 0	122	53 16 0
237	Reedham - N. 10	77 14 0	*b*	
232	Reepham, St. Mary's - N. 7	- - -	35	17 18 10
230	Ridlington, East Ruston - N.	37 0 0		
244	Ringstead - Ch. 6	- - -	71 25	38 3 2 6 12 6
241	Rockland, All Saints' - N.	35 0 0		
236	Rockland, St. Mary's - N.	36 0 0		
240	Roydon - Ch. 4	- - -	35	21 13 6
245	Roydon (Castle Rising) - N. 5	- - -	36	23 12 10
244	Rudham (East and West) Ch. 7	384 0 0	96 11	46 18 2 2 14 2
247	Runcton and Holme - N.	40 0 0		
245	Runcton, North N. 5	- - -	33	24 15 0
229	Runham and Thrigby - N.	216 0 0		
231	Runton - N. *c*			
239	Rushall - N.	174 0 0		
243	Ryburgh, Gt. N. 7	- - -	46	29 19 0
248	Saham Toney N.	*35 0 0		
233	Salhouse - N. 1	60 0 0	80	14 9 8
236	Saxlingham Thorpe and Saxlingham NethergateCh. 11	- - -	*a* 38 64	7 14 2 25 10 11
239	Scole - - P. 8	- - -	66 25	42 2 3 8 0 1
232	Scottow - Ch. 1	119 0 0	48	28 13 2
243	Sculthorpe - N. 7	118 16 6	77 8	41 16 2 1 16 8
244	Sedgeford - Ch. 6	- - -	50 17	30 6 6 4 15 10
240	Shelfanger - Ch. 1	- - -	30	19 0 0
231	†Sheringham N.			
247	Shouldham - N. 5	- - -	103	18 9 8
244	Snettisham Ch. 6	- - -	79	40 4 0
247	Southery - N.	60 0 0		
237	Southwood and Limpenhoe N.	26 10 0		
243	Stibbard - N. 7	43 10 0	65	33 8 0
243	†Stiffkey - N.			
236	Surlingham N.	*20 0 0		
239	Starston - N. 10	- - -	45	27 2 0
248	Swaffham - N. 5	*160 0 0	141 52	78 10 2 19 8 6
230	†Swafield - N.			
242	SwantonMorley N. 10	120 0 0	97 14	46 8 0 3 13 4
244	Syderstone - N. 7	- - -	64	29 2 10
243	Tattersett and Tatterford- N. 7	237 0 0	29	19 0 2
233	Taverham - N.	70 0 0		
193	Terrington, St. Clement's - N. 4	182 5 0	117 20	49 16 0 5 15 0
249	Thetford - N. 3	40 4 0	115	64 18 0
249	Thetford - B. 5	*75 0 0	158	79 16 1
244	Thornham - N. 6	- - -	104 18	64 3 6 6 16 8
234	Thorpe - N.	41 0 0		
239	ThorpeAbbotts N.	46 0 0		
234	Thorpe Hamlet, St. Matthew's N. 12	473 18 4	377 41	195 1 3 12 6 0
238	Thurlton - N.	37 0 0		
239	Tibenham - Ch. 4	- - -	44 18	28 12 4 5 15 6
193	Tilney, All Saints' - N. 4	146 9 0	31	12 15 2
242	Tittleshall Ch. 7	- - -	60	37 15 0
238	Topcroft - N.	54 0 0		
236	TrowseNewton N.	70 0 0		
231	Trunch - - N.	52 0 0		

a For two years. *b* Due, but not paid. *c* Removed from inspection.

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
230	Tunstead - N. 1	- - -	45	30 0 10
193	Walpole, St. Andrew's - N. 4	93 0 0	63	*a*
193	Walpole, St. Peter's - N. 4	- - -	16	6 0 0
231	Walsham, North N. 1	187 0 0	97	46 15 10
231	Walsham, North B. 5	- - -	63	25 4 0
243	Walsingham, Little - N. 7	37 3 0	53	10 6 7
193	Walsoken - N. 4	280 0 0	53	26 0 10
			11	3 12 6
193	Walton, West N.	76 0 0		
241	Watton - N. 4	128 17 0	94	50 8 4
			11	4 4 2
242	Weasenham N. 7	349 0 0	52	36 2 0
235	Welborne - N. 3	42 0 0	34	25 10 0
243	Wells, Parochial - - B. 6	90 7 9	175	108 9 2
238	Wheatacre Union of Schools - Ch. 2			
	Wheatacre and Burgh - -	- - -	46	22 19 8
238	Aldeby - -	- - -	48	27 16 4
227	Fritton - -	- - -	41	20 3 6
238	Norton Subcourse - -	- - -	34	13 19 0
242	Whissonsett Ch. 7	163 10 0	70	22 15 10
235	Wicklewood N.			
247	Wiggenhall - N. 3	65 0 0	84	55 13 4
245	Winch, East N.	50 0 0		
245	Winch, West N.	*32 0 0		
240	Winfarthing Ch. 4	124 10 0	31	19 3 2
229	Winterton - N. 4	271 14 6	95	57 17 6
245	Wootton, North Ch. 5	- - -	47	17 16 6
230	Worstead - N. 1	221 15 0		
239	Wortwell - N. 10	- - -	55	23 16 10
245	Wretham, East and West - Ch. 3	- - -	34	3 15 8
			154	49 11 6
235	Wymondham N. 4	15 12 0	11	3 19 2
228	Yarmouth, Great - B. 10	97 8 0	338	283 9 7
228	Yarmouth, Great, Blue Coat, Charity Ch.			
228	Yarmouth, Great, Gourlay - - W. 10	- - -	251	182 11 3
228	Yarmouth, Great, St. John's - N. 4	300 0 0	148	72 5 10
228	Yarmouth, Great, St. Nicholas' - N. 4	840 10 0	336	183 14 0
228	Yarmouth, Great, St. Peter's - N. 4	526 0 0	457	243 18 0
			36	11 7 1
228	Yarmouth, Great, South End Mission N.	120 0 0		
242	Yaxham - N.	92 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	NORTHAMPTONSHIRE.	£ s. d.		£ s. d.
165	Abthorpe - Ch. 3	- - -	46	28 13 4
165	Adstone - Ch. 2	- - -	31	5 15 8
163	Banbury (South), Ch. Ch. - Ch. 2	620 0 0	230	156 2 2
421	Barnack - N. 2	- - -	136	81 3 10
168	Billing, Great Ch. 2	- - -	38	29 18 0
			9	3 5 10
165	Blisworth, Endowed - 3	- - -	90	57 10 5
			20	12 11 8
164	Brackley - Ch. 6	- - -	39	11 19 4
			23	5 17 6
164	Brackley - W. 4	- - -	71	30 6 2
			11	3 19 2
167	Brafield-on-the-Green - N. 3	- - -	62	28 1 4
169	Braunston - N. 7	128 17 6	76	5 13 4
409	Braybrooke N.	*25 0 0		
173	Brigstock - B. 11	- - -	49	36 15 0
			54	30 16 0
170	Brington, Great N. 12	- - -	75	33 10 8
172	Broughton - N.			
168	Bugbrooke - N. 3	183 0 0	93	60 12 5
172	Burton Latimer, Endowed and Infants, Free 12	180 0 0	150	57 10 10
			88	54 2 9
169	Byfield - Ch. 2	- - -	17	5 12 6
175	Castor - - 3	- - -	65	44 18 7
175	Castor, Infant Ch. 3	- - -	51	19 1 4
165	Chacombe - N. 2	- - -	33	15 0 8
163	Chipping Warden - N. *c*			
167	Cogenhoe - N.	45 0 0		
172	Corby - - B. 11	- - -	81	*a*
166	Cosgrove - N. 11	90 0 0	56	26 0 8
172	Cottingham cum Middleton N. 7	183 0 0	103	45 1 4
			20	7 3 4
172	Cranford - N. 1	- - -	48	22 12 8
170	Creaton Great N. 2	100 0 0	58	39 11 4
			14	4 5 0
401	Crick, Boys - N. 2	80 0 0		*d*
401	Crick, Girls and Infants N.	60 0 0		
164	Croughton - Ch. 2	- - -	77	43 5 5
			25	9 7 6
164	†Culworth, Endowed - N. 2	- - -	49	*a*
168	Dallington - N. 2	52 0 0	36	21 4 11
			6	0 15 0
168	Dallington, St. James' Endowed - Ch. 10	175 15 0	133	57 15 2
169	Daventry - B. 11	- - -		*d*
172	Desborough N.	47 0 0		
173	Denford and Ringstead - Ch. 6	186 5 0	77	33 18 9
			11	2 1 3
171	Earl's Barton N. 4	- - -	90	20 16 9
171	Earl's Barton - B. 11	231 8 9	134	63 2 2
			63	22 4 2

a Refused under Article 52 *d*. *b* For two years. *c* Removed from inspection. *d* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
421	Easton, Girls N. 7	- - -	93	56 1 3
164	Evenly, *a*			
164	Eydon - N. 2	25 0 0	66	58 9 0
			15	3 12 6
175	Eye - - N. 3	324 7 6	72	35 17 4
			16	10 11 8
171	Finedon, Endowed - N. 12	115 10 0	248	45 6 4
165	Gayton - N. 3	65 18 10	64	42 16 0
			7	2 12 6
175	Glinton with Peakirk - N.	110 0 0		
167	Hardingstone N. 2	- - -	50	31 10 8
173	Hargrave - Ch.	123 12 0		
170	Harleston - N. 12	- - -	56	23 18 2
169	Harpole, Free N. 12	- - -	84	11 0 0
171	Harrowden, Little, Endowed - 5	249 0 0	82	9 16 8
164	Helmdon - N.	176 0 0		
175	Helpstone - P. 2	- - -	33	32 4 5
			12	4 0 7
167	Houghton, Great - N. 5	28 0 0	49	22 19 10
171	Irchester - N.	120 0 0		
171	Irthlingborough P. 7	396 0 0	82	28 14 8
			12	4 8 4
173	Islip - - Ch. 1	147 12 0	61	9 9 4
172	Kettering - N. 10	- - -	258	134 10 9
172	Kettering - B. 4	*250 0 0	184	74 7 0
	" - "	69 0 0	11	3 5 10
172	Kettering (North End) Ch. 10	318 0 0	140	67 2 2
401	Kilsby - - N.	*30 0 0		
164	King's Sutton N. 2	193 14 8	134	90 1 7
			14	4 3 4
168	Kingsthorpe N. 2	85 0 0	101	62 5 4
			20	4 1 8
168	Kislingbury N. 12	- - -	53	*b*
175	Lilford, Mixed 1	- - -	53	36 2 2
164	Litchborough Ch. 3	- - -	38	13 15 8
			10	2 14 5
172	Loddington Ch. 12	- - -	46	20 16 2
			11	3 17 6
173	Lowick, Charity 1	- - -	43	17 15 8
			9	1 2 6
163	Middleton Cheney - N. 11	679 10 0		*c*
175	Millfield Congregational 7	- - -	79	22 5 8
167	Milton - N. 3	- - -	67	36 18 9
170	Moulton and Overstone - N. 3	126 12 0	123	33 11 9
			30	11 8 4
170	Naseby - N. 5	92 0 0	33	5 5 1
174	Nassington and Yarwell - Ch. 1	- - -	84	36 3 10
			19	5 12 6
175	Newborough P. 2	- - -	40	17 13 8
			12	3 13 4
168	Northampton, All Saints'- N. 10	*816 0 0	548	239 17 8
	" "	942 15 0	76	19 0 0
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
168	Northampton, All Saints', Infants, (South Quarter) - N. 10	- - -	100	41 3 6
168	Northampton B. 11	550 0 0	417	234 17 0
168	Northampton, Blue Coat *d*			
168	Northampton, St. Andrew's - N. 10	474 0 0	233	89 12 6
168	Northampton, St. Edmund's N. 10	571 18 6	370	169 16 2
			41	11 17 6
168	Northampton, St. Giles' - P. 10	631 0 8	236	147 14 2
			34	6 13 4
168	Northampton, St. Katherine's N. 10	296 1 2	229	95 9 10
168	Northampton, St. Peter's N. 10	276 0 0	96	44 9 6
168	Northampton, St. Sepulchre's N. 10	460 0 0	248	113 9 8
168	Northampton Society's Reformatory.			
168	Northampton, Infants - W. *d*			
171	Orlingbury - N.	103 0 0		
174	Oundle - N. 1	244 0 0	116	51 8 2
174	Oundle - B. 4	- - -	144	133 11 1
166	Passenham with Denshanger P. 7	- - -	81	27 13 6
			104	57 16 2
175	Paston, Mixed N. 2	69 3 0	14	4 18 4
175	Peterborough, Boys - N. 3	- - -	278	148 13 2
175	Peterborough, Girls - - N.	31 0 0		
175	Peterborough, Infants - N. 3	301 0 0	170	62 5 1
			38	8 18 4
175	Peterborough B. 4	610 0 0	319	246 0 9
175	Peterborough, Sunday - B.	*150 0 0		
175	Peterborough, New England, St. Mark's - N. 3	- - -	256	120 17 4
175	Peterborough, Practising - 3	366 0 0	129	61 13 3
175	Peterborough, St. John the Baptist, Albert Place - Ch. 3	539 2 0	130	56 3 8
167	Piddington - N. 3	- - -	51	37 10 0
170	Pitsford - N. 5	52 10 0	91	19 8 10
172	Pytchley, Endowed Ch.	163 10 6		
173	Raunds - N. 12	372 0 0	18	*f* 4 15 0
				c
				e 5 0 0
173	Raunds - W. 11	429 0 0	123	63 19 4
420	Rockingham N. 7	- - -	63	30 18 10
172	Rothwell - B. 4	*100 0 0	111	57 14 8
			6	1 15 0
409	Sibbertoft - N.	60 0 0		
165	Silverstone - N. 3	- - -	35	20 17 3

a Removed from inspection. *b* Refused under Article 52 *d*. *c* Due, but not paid. *d* School closed.
e Paid under Article 90 (1). *f* Evening school grant for 1868.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
165	Silverstone - W. 4	- - -	118	65 16 8
			72	28 18 4
170	Spratton - N. 2	- - -	80	50 14 8
			18	5 10 0
421	Stamford, Baron, St. Martin's - N. 7	- - -	152	117 5 6
173	Stanwick - N. 1	*54 0 0		
"	"	4 15 0	56	*a*
421	Thornhaugh N. 3	- - -	47	23 14 8
173	Thrapstone - N. 1	112 10 0	56	20 0 0
173	Thrapstone - B.			
173	Titchmarsh - N. 1	147 4 6	124	69 18 10
			16	6 10 0
165	Towcester - N. 11	324 0 0		*b*
174	Wadenhoe Ch. 7	- - -	46	15 6 6
170	Walgrave and Hannington N. 6	- - -	82	28 1 8
165	Wappenham N. 3	- - -	38	26 12 0
169	Watford, Mixed 12	- - -	56	7 0 0
169	Weedon Bec N. 3	200 2 6	56	35 14 8
			25	8 10 8
165	Weedon (Lois) N.	96 0 0		
174	Weldon - Ch. 4	- - -	57	33 15 6
			14	3 18 8
408	Welford and Sulby, Endowed - 6	150 13 0	75	29 6 8
			14	4 15 0
171	Wellingborough, Freeman's Endowed - 10	493 0 0	251	104 3 6
			33	10 17 6
171	Wellingborough, Girls - - B. 4	- - -	52	26 1 10
164	Whitfield - N. *c*	*25 0 0		
409	Wilbarston and Stoke Albany -	33 0 0		
173	Woodford (near Thrapstone) Ch. 1	- - -	80	33 19 10
			16	2 0 0
169	Woodford-cum-Membris (near Daventry) Ch. 2	- - -	62	39 13 6
167	Wootton - N.	*46 0 0		
	NORTHUMBERLAND.			
559	Acklington - N. 2	- - -	64	31 6 0
558	Acomb - Ch. 1	- - -	24	9 9 4
555	Allenheads - N. *d*	50 0 0		
555	Allenheads - B. 7	- - -	114	51 2 2
555	Allenheads, St. Peter's - N.	30 0 0		
559	Alnwick - N. 12	415 0 0		*b*
559	Alnwick - B. *e*			
559	Alnwick, Corporation (Lower) - *c*			
559	Alnwick, Endowed, Corporation, (Upper) - *c*			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
559	Alnwick (Duke of Northumberland's - N. *c*			
559	Alnwick, St. John's - R. 6	- - -	89	57 3 7
559	Alnwick, Victoria, Infants B.	127 0 0		
559	Amble, Public 3	- - -	100	41 7 2
561	Ancroft - N. 1	311 0 0	82	37 1 2
555	Anick - - Ch. *c*			
553	Annitsford - R.			
553	Backworth Colliery - 2	- - -	151	73 19 6
			10	3 5 0
557	Bavington, Great - Pres. 3	- - -	26	13 16 0
558	Bedlington Ch. 2	332 0 0	159	94 1 10
560	Belford - N. 2	*58 0 0	104	52 5 8
560	Belford - Pres. 3	- - -	63	29 3 10
557	Bellingham, Endowed, Free 1	113 5 0	50	22 10 0
552	Benwell Village - Ch. 4	- - -	79	42 18 6
561	Berwick-upon-Tweed (Boys), Charity - N. 7	100 0 0	156	*f* 13 0 0
			37	17 2 6
561	Berwick-upon-Tweed (Girls), Charity - Ch. 7	618 0 0	179	82 15 4
561	Berwick-upon-Tweed (Infants) - N. 7	124 5 0		
561	Berwick-upon-Tweed - B. 3	694 0 0	252	165 2 6
561	Berwick-upon-Tweed, Inf. B. 3	104 3 6	102	49 15 6
561	Berwick-upon-Tweed, English Presbyterian. *h*			
561	Berwick-upon-Tweed - U.			
561	Berwick-upon-Tweed, St. Cuthbert's R. 6	- - -	75	35 14 8
561	Berwick-upon-Tweed, St. Mary's - N. 7	256 12 9	215	110 4 10
			58	19 0 0
557	Birtley - N. 1	- - -	43	8 1 7
556	Blenkinsopp, Boys - - Ch. 4	- - -	40	27 16 0
556	Blenkinsopp, Girls - - Ch. 4	- - -	35	15 14 0
553	Blyth English Pres. 3	- - -	87	44 6 6
562	Branton English Pres. 3	- - -	45	23 16 10
			10	4 8 4
562	Branxton - N. *i*			
563	Brenckburne Ch. 1	- - -	36	17 5 8
555	Brideshill - B. 7	- - -	119	69 18 2
555	Broomhaugh, Village - N. 4	35 0 0	41	24 10 6
553	Burradon Colliery - - 6	- - -	164	89 15 0
			24	5 16 8
552	Byker, St. Anthony - N. 10	232 17 6	118	51 11 4

a Refused under Article 51 *d*. *b* Due, but not paid. *c* Removed from inspection. *d* School pulled down.
e Now a private adventure school. *f* Paid under Article 90[1] (1 and 2). *g* Refused under Article 52 *d*.
h School closed. *i* Not inspected in 1869.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
555	Bywell - Ch. 3	- - -	58	36 5 0
555	Bywell, St. Peter's, Healey - Ch. 3	113 10 0	18	10 9 7
558	Cambo - 3	- - -	44	30 5 0
555	Carshield - B. 7	- - -	52	31 8 0
562	Chatton - N. 4	- - -	81	40 11 2
562	Chillingham N.	*45 0 0		
555	‡Colwell - R.			
555	Corbridge - N. 4	*45 0 0 471 10 0	194	107 12 4
561	Cornhill - N. 1 " "	*40 0 0 130 6 6	33 8	43 11 0 2 3 4
553	Cowpen Colliery - Und. 3	- - -	127 24	54 10 1 5 3 4
554	Coxlodge - R. 2	- - -	69	20 16 8
562	Crookham - N. 1	104 10 0	76	40 2 2
562	Crookham - Pres. 3	- - -	38	26 18 0
553	Cullercoats - Ch. 7	- - -	196 61	92 3 10 17 19 2
554	Dalton, Village - Ch. *a*			
553	Earsdon - P. 2	- - -	127 11	74 7 8 3 15 10
559	Eglingham - N. 4	189 17 6	65	38 14 10
563	Elsdon - - N.	*35 0 0		
552	Elswick, High, St. Paul's - N. 10	943 18 0	237 10	112 6 5 3 8 4
557	Falstone - B. 6	- - -	32	22 8 0
556	Featherstone Ch. *c*			
562	Ford Ch. and Pres. 1	- - -	90	47 8 0
559	Glanton - Pres. 3	- - -	57 12	26 19 4 4 3 4
554	Gosforth - N. 3	422 2 0	167	96 14 10
553	Gosforth, North Ch. 5	- - -	62	44 4 8
563	Harbottle - N.	*36 0 0		
558	Harthurn - N.	85 0 0		
559	Hauxley - Ch. 4	- - -	45	21 9 2
554	Heddon-on-the-Wall - N. 4	200 0 0	92	43 10 8
555	Hedley - N. 4	- - -	53 8	31 3 0 2 8 4
556	Herdley Bank Ch. 4	- - -	60	40 8 10
555	Hexham, St. Mary's - R. 6	- - -	128	55 8 8
555	Hexham, Subscription - 1	550 0 0	302	136 9 4
561	Holy Island N. 6	44 0 0	94	43 1 4
553	Holywell Colliery - B. *d*	*25 0 0		
561	Horncliffe - B. 3	- - -	48	18 18 4
553	Horton - Ch. 2	561 12 0	197	102 10 0
559	Houghton, Long - - N. 2	- - -	52	32 11 6
553	Howden Pans B. *d*	50 0 0		
559	Howick - - Ch. 1	146 0 0	26	*e*
554	Kenton - - N. 3	121 0 0	57	33 15 0
557	Kieldar - - B. 6	- - -	28	19 4 0
553	Killingworth Colliery - 2	- - -	215	110 12 4

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
557	Kirk Whelpington - P.	- - -	67	1 0
556	Knaresdale - N. 4	- - -		
559	Lesbury - Ch.			
562	Lilburn Tower 4	- - -	65	48 16 0
555	Lillswood Subscription - *a*			
558	Longhirst - N.	56 0 0		
558	Longhorsley P. 1	- - -	53	23 8 10
562	Lowick - N. 2	75 0 0	49 17	22 18 4 2 12 6
562	Lowick - B. *c*	30 0 0		
562	Lowick Eng. Pres. 3	- - -	47	19 2 2
562	‡Lowick - R.			
560	‡Lucker - P.			
554	Matfen (Boys) Ch. 4	- - -	26	13 7 8
554	Matfen (Girls) Ch. 4	- - -	25	12 19 10
556	Melkridge - N.	*30 0 0		
555	Mickley - N. 4	- - -	111 31	54 6 10 12 19 2
562	Mindrin - Ch. 2	- - -	67	40 14 6
558	Morpeth, (Borough or) Corporation 3	*200 0 0	167	59 11 1
558	Morpeth - Pres. 3	- - -	81	33 10 6
558	Morpeth, St. James' - N. 1	276 6 8	235	129 17 4
558	Newbiggen Pres. 3	- - -	75	41 0 4
555	Newbrough, Boys - - N. 1	99 1 8	49	22 4 6
555	Newbrough, Girls - - 1	- - -	52	24 0 2
554	Newburn, Manor - Ch. 4	- - -	72	41 19 2
552	Newcastle-upon-Tyne, Arthur's Hill, Infants - 10	335 0 0	193	77 3 10
552	Newcastle, Castle Garth (or St. Nicholas') - - N. 10	*150 0 0 28 0 0	353 31	153 13 2 11 5 10
552	Newcastle-on-Tyne, Ch. of the Divine Unity 10	- - -	62	29 1 0
552	Newcastle-on-Tyne, Clarence Street - W. 10	- - -	164	87 7
552	Newcastle, Clergy Jubilee Trade (Lower) - N. 10	800 0 0	211 14	86 19 3 16 8
552	Newcastle, Clergy Jubilee Trade (Upper).			
552	Newcastle, Jubilee - B. 10	- - -	271	130 0 10
552	Newcastle, Orphans' House W. 10	1,172 0 0	489	268 2 8
552	Newcastle, Ragged - -	1,582 0 0		

a Removed from inspection. *b* Grant repaid. *c* School broken up. *d* School not existi
e Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
552	Newcastle, Reformatory.			
552	Newcastle, Sallyport - B. *a*			
552	Newcastle, St. Andrew's - N. 10	*166 0 0 / 1,130 0 0	489 / 25	217 3 2 / 8 10 10
552	Newcastle, St. Andrew's - R. 2	243 0 0	616 / 209	306 19 11 / 70 1 3
552	Newcastle, St. John's - N. 10	*335 0 0 / 120 16 4	394	149 17 10
552	Newcastle, St. Mary's - R. 2	- - -	557 / 168	391 4 7 / 58 6 8
552	Newcastle, St. Thomas' - N. 10	167 8 1	360	180 0 2
552	Newcastle-on-Tyne, Union, Girls - - 6	- - -	129	40 11 4
560	Newham - B. 3	- - -	35	14 12 0
555	Newton Hall N. 4	- - -	37	23 4 0
559	Newton-on-the-Moor - - Ch. 2	- - -	55	25 16 2
555	Ninebanks -	47 0 0	50	21 0 0
555	Ninebanks - B. 7	- - -	*b*	
561	Norham, Boys N. 2	- - -	60	29 9 0
561	Norham, Girls N. 2	121 0 0	41	
561	Ord, East - *B. c*	35 0 0		
555	Ovington - N.	93 5 8		
554	Ponteland, Endowed - 4	- - -	25 / 4	*b*. / 1 8 4
559	‡Radcliffe Colliery - - N.			
557	Rochester, Lord Redesdale's N. 4	- - -	19	3 6 8
561	Scremerston N. 1	166 0 0	98 / 20	47 10 8 / 7 1 8
552	Seaton Burn B. *d*	*20 0 0		
553	Seaton Burn Colliery - B. 6	- - -	106	54 14 6
553	Seaton Delaval Eng. Pres. 1	- - -	78 / 13	37 16 6 / 4 12 6
558	Seaton, North, Boys - Undl. 4	- - -	88	45 7 2
558	Seaton, North, Girls - Undl. 4	- - -	84	44 1 10
553	‡Seghill - - N.			
552	Shieldfield, Ch. Ch. - N. 10	862 0 0	424	190 16 6
553	Shields, North N. *a*	*300 0 0		
553	Shields, North, Kettlewell's Endowed - B. 7	- - -	200 / 37	37 15 4 / 13 7 6
553	Shields, North Pres. 1	267 1 0	284	164 6 6
553	Shields, North R. 1	- - -	289	206 7 1
553	Shields, North, Union - B. 2	*225 0 0	128	60 2 4
561	Shoreswood N. 2	131 9 0	55 / 13	24 17 8 / 4 4 2
555	Simonburn - N.	276 0 0		
558	Sleekburn, West - Ch. 2	- - -	119	52 14 8
561	Spittal - B. 3	*75 0 0	108	44 13 6
	NOTTINGHAMSHIRE.			
438	Annesley, Woodhouse Ch. 10	- - - *f*	50 / 69	24 10 2 / 32 6 8
438	Arnold - - B. 11	- - -	103	36 11 8
438	Arnold, Boys and Girls - N. 11	480 0 0	191	85 0 8
438	Arnold, Infants - - N.	242 0 0		
441	Averham - N. 2	- - -	33	11 12 7
442	Balderton - N. 1	334 0 0	83	31 7 11
442	Barnby-in-the-Willows - N.	57 0 0		
438	Basford - N. 5	440 0 0	174	60 18 5
438	Basford, New N. 5	- - -	141	22 6 4

a Removed from inspection.
b Refused under Article 52 *d*.
c School not existing.
d School sold.
e School closed.
f For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
434	Beckingham N. 2	222 0 0	47	28 14 2
438	Beeston - N. 11	*144 0 0	8	1 6 5
438	Beeston - W. 11	- - -	110	59 17 8
442	Besthorpe - N.	40 0 0	*a*	
443	Bingham - N. 1	- - -	65	25 1 11
443	Bingham - W. 11	372 0 0	*a*	
437	Blidworth - N. 12	425 0 0	66	30 18 10
			12	4 15 0
434	Bole - - N. 2	- - -	31	20 4 6
441	Boughton, Infants - - Ch. 2	- - -	45	19 9 6
444	Brancote - N.	*50 0 0		
443	Bridgeford, East - - N. 12	65 0 0	*b* 87	42 10 6
			88	39 2 2
438	Bridgeford, West - - Ch.	146 0 0	191	87 3 8
438	Butwell - N. 11	- - -	75	18 9 4
438	Burton Joice N. 12	183 15 0	66	29 6 11
438	Calverton - N. 11	- - -		
438	Carringham - N. 4	*75 0 0		
	,, ,,	187 10 0	157	62 0 5
444	Chilwell - N.	246 0 0		
442	Coddington - N.	71 9 0		
442	Coddington - W. 1	- - -	28	11 15 2
442	Collingham - N. 1	*60 0 0		
	,, ,,	65 11 6	68	21 16 11
442	Collingham - W. 1	339 0 0	53	19 8 1
438	Cossall, Village School 11	- - -	40	28 2 6
415	Costock - N. 11	*50 0 0		
	,, ,,	33 0 0	84	15 17 10
435	Cotes, Old - N.	*50 0 0		
443	Cotgrave - Ch. 11	- - -	96	43 1 8
			12	4 1 4
443	Cropwell Butler - P. 11	- - -	78	39 11 0
			10	2 8 4
435	Dunham - N. 2	215 0 0	92	38 11 2
438	Eastwood, Boys' - N. 10	324 3 9		
438	Eastwood, Girls' - Ch.	45 0 0	296	136 17 6
438	Eastwood, Infants' - Ch.	*60 0 0		
	,, ,,	50 0 0		
441	Edwinstone N. 2	- - -	28	9 0 0
441	Elston, All Saints' - N. 2	126 0 0	67	32 8 5
			23	5 7 8
441	Epperstone - N. 12	303 0 0	48	22 18 4
435	Everton (Bawtry) - - Ch. 2	- - -	54	19 15 7
442	Farndon, Mixed - N. 1	233 0 0	68	22 6 3
441	Farnsfield, Endowed - Ch. 12	- - -	*a*	
441	Farnsfield - W. 11	- - -	*b* 113	52 9 10
			82	39 14 10
438	Gedling Carlton - - N. 1	466 7 11		
438	Gotham - N. 11	- - -	*b* 69	37 10 8
			62	2 6 8
435	Gringley-on-the-Hill - N. 2	284 3 0	57	32 14 4
442	Harby - - N. 1	- - -	36	15 9 0
442	Harby - - W. 1	- - -	58	31 15 6
443	Hawksworth Ch.			
438	Hucknall Torkard - N. 10	404 0 0	241	126 17 0
437	Hucknall under Huthwaite - - N. 7	265 16 8	147	122 17 8
439	Hysou Green, St. Paul's - N. 4	1,065 16 0	235	117 11 8
443	Keyworth - N. 11	- - -	47	18 9 6
438	Kimberley, Par. - - Ch. 11	132 10 0	75	35 12 8
			14	3 16 8
438	Kimberley - B. 11	50 0 0	112	27 11 8
			137	68 12 4
			30	10 3 4
444	Kingston-upon-Soar - - N. *c*			
441	Kneeshall - Ch. 2	- - -	63	36 19 6
438	Lambley - N.	90 0 0		
443	Langar - Ch. 11	- - -	23	10 10 10
441	Laxton - P. 2	- - -	58	26 0 4
439	Lenton - N. 4	683 6 8	320	142 1 0
			59	18 2 6
441	Lowdham - N. 12	293 15 0	99	57 0 0
			9	2 7 6
437	Mansfield - B. 12	- - -	*a*	
437	Mansfield, St. John's - N. 10	328 0 0	191	79 14 8
			69	21 7 6
437	Mansfield - W. 12	- - -	109	52 16 0
437	Mansfield Woodhouse N. 10	200 0 0	53	27 2 8
437	Mansfield Woodhouse W, Markham Clinton - N.			
435	Mattersey - N. 2	274 12 0	37	17 10 1
441	Muskham, North, Mary Woolhouse's Charity.			
442	Newark-upon-Trent, Boys' N. 2	*125 0 0		
	,, ,,	140 15 0	275	56 5 0
442	Newark-upon-Trent, Girls' N.	84 4 0		
442	Newark-upon-Trent, Ch. Ch. (Haughton Road) - N. 2	1,404 10 0	378	189 4 0
			38	13 15 0
442	Newark-upon-Trent (King St.), Infants N. 2	- - -	98	43 13 10
442	Newark-upon-Trent - W. 1	273 0 0	134	63 9 8
438	Newthorpe, Infants - N.	50 0 0		
440	Nottingham, All Saints N. 5	281 0 0	318	172 5 0
440	Nottingham (Bath St.), Boys - - B. 11	- - -	79	28 2 11
440	Nottingham (Canal St.) - - B. *d*	*550 0 0		

a Due, but not paid. *b* For two years. *c* Removed from inspection. *d* School pulled down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
440	Nottingham (Derby Rd.) B. 11	174 0 0	163	88 7 2
440	Nottingham (Girls Sch. of Industry) 4	- - -	94	42 13 4
440	Nottingham (High Pavement) - B. 11	- - -	292	154 7 8
440	Nottingham, St. Anne's N. 4	641 11 10	321	160 19 4
440	Nottingham, St. Anne's, Bullivant Street Branch 4	- - -	146	67 6 10
440	Nottingham, St. Barnabas' R. *a*			
440	Nottingham, (Rutland Street), St. James', Infants - - N. 4	- - -	134	63 10 8
440	Nottingham, St. John's - N. 4	517 0 0	219	113 4 4
440	Nottingham, St. John's - R. 9	- - -	132	74 15 8
440	Nottingham, St. Luke's - P. 4	- - -	301 45	152 1 1 15 14 2
440	Nottingham, St. Mary's (Barker Gate) N. 4	*300 0 0 223 7 0	206	113 16 0
440	Nottingham, St. Mary's (Plumptre Street) - N. 4	444 0 0	289	129 13 10
440	Nottingham, St. Mary's - R. 9	- - -	87	52 0 2
440	Nottingham, St. Matthew's - N. 4	649 0 0	228	105 8 5
440	Nottingham, St. Nicholas' N. 4	800 0 0	257 22	135 4 8 7 1 8
440	Nottingham, St. Paul's - N. 5	352 13 1	252 121	114 19 6 27 15 10
440	Nottingham, St. Peter's - N. 4	- - -	258 93	107 2 8 22 5 10
440	Nottingham, St. Saviour's N. 4	390 6 3	248	116 0 10
440	Nottingham, St. Stephen's N. 4	- - -	100	53 7 4
440	Nottingham, Holy Trinity N. 4	1,027 5 0	603 16	297 0 8 3 18 4
440	Nottingham, Trinity, Colville Street, Infants - N. 4	154 10 0	87	40 10 11
441	Ollerton - N. 2	236 17 8	103 16	49 18 10 4 16 8
437	Pleasley Hill B. 12	- - -	84 15	64 14 10 3 12 6
443	Radcliffe-on-Trent - Ch. 12	- - -		*b*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
439	Radford, Old - - N. 4	150 0 0	193	115 0 10
439	Radford, New - - N. 4	454 0 0	291	149 3 8
439	Radford, New, Bloomsgrove B. 11	- - -	139	27 9 2
435	Rampton - Ch. 3	- - -	50	22 10 0
435	Retford, East N. 2	794 15 0	356 69	139 0 6 25 15 10
435	Retford, St. Saviour's - N. 2	94 17 8	87	47 13 0
435	Retford - W. 10	- - -	103	64 7 2
435	Retford, West N. 2	181 5 0	76	34 10 4
438	Ruddington, Girls and Infants - N. 11	- - -	233	98 13 7
438	Selston - N. 10	401 0 0	294	174 18 4
436	Shireoaks - Ch. 5	- - -	70	32 14 0
437	Skegby - N. 10	126 0 11	73	23 7 11
439	Snenton - N. 4	*150 0 0 200 0 0	124	81 17 4
441	Southwell - N. 6	- - -	164	53 3 2
441	Southwell, Holy Trinity, Infants - N. 1	165 0 0	99	26 12 8
444	Stapleford, St. John's - N. 11	- - -	153	6 9 8
435	Sturton - N. 2	51 8 0	65	39 5 0
437	Sutton-in-Ashfield - N. 10	418 3 4	256 94	115 15 7 32 11 8
437	Sutton-in-Ashfield (East-field Side) - B. 11	*125 0 0	110 19	48 2 8 4 14 2
415	Sutton-Bonnington, Boys Endowed - Ch. 11	193 0 0	26	*c*
415	Sutton-Bonnington, Girls - - Ch. 11	243 16 2	78 21	35 2 3 6 10 10
441	Sutton-on-Trent - N.	*50 0 0		
438	Trowell - Ch. 11	- - -	73	38 11 8
441	Upton - - N. 2	89 0	41 6	15 2 3 1 16 8
434	Walkeringham - - Ch. 2	- - -	80	47 3 4
441	‡Weston, Endowed - Ch.			
438	Westwood (Selston), Infants - N. 10	- - -	46	18 8 10
435	Wheatley, North - Ch. 2	48 10 4	61 8	32 15 4 4 0 0
415	Willoughby-on-the-Wolds, General - Ch. 2	90 0 0	48 21	19 17 8 6 17 6
438	Wollaton - Ch. 11	- - -	75	39 9 0
436	Worksop Abbey - - N. 5	100 0 0	198	107 16 2
436	Worksop, Castle Hill, Mixed N. 5	- - -	225	100 18 1
436	Worksop Rectory, Mixed N. 5	432 0 0	95	47 18 0

a Removed from inspection. *b* Due, but not paid. *c* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
436	Worksop, St. John's, District - - 5	- - -	155	68 19 8
436	Worksop, St. Mary's - R. *a*			
	OXFORDSHIRE.			
163	Adderbury - N.	279 4 0		
159	Ardley, Mixed N. 5	- - -	61	29 18 4
162	Ascot-under-Wychwood N.			
155	Assendon - R. 5	- - -	33	22 12 0
156	Aston Rowant - - N. 4	70 0 0	8	2 18 4
161	Aston-in-Brampton N.	286 4 0	52 10	27 3 2 3 11 8
123	Baldon Toot P. 7			
163	Balscott - N. 3	- - -	39	18 11 10
163	Banbury - N. 2	- - -	309	167 1 2
163	Banbury - B. 6	156 0 0	46	15 11 8
163	Banbury, Central, Infants 6		406	235 10 10
163	Banbury, St. John's - R. 5	- - -	93	48 14 6
157	Beckley - N. 4	- - -	52	41 16 0
125	Benson - N. 4	181 10 0	13	4 15 10
125	Benson - B. 6	- - -	105 9	55 8 4 3 12 6
159	Bicester B. & G. - N. 5	813 0 0	117	62 9 6
	Bicester, Infs. N.	*45 0 0	306	156 15 4
	" "	163 0 0		
160	Bladon, Mixed - N. 3	- - -	84	44 6 8
163	Bloxham - N. 2	142 0 0	75	30 6 8
163	Bodicote - Ch. 2	- - -	21	5 15 10
161	Bradwell - Ch.		84	47 0 6
161	Broughton-Pogis-cum-Filkins - Ch. 5	86 3 0	77 13	34 4 10 5 4 2
161	Burford-cum-Fulbrooke - N. 4	- - -	175	65 14 0
161	Burton Abbot's - - N.	124 12 6		
156	Cadmore End N.	129 0 0		
160	Cassington - Ch. 11	- - -	62	22 8 6
155	Caversham - P. 5	82 0 0	9 117	2 7 6 60 9 2
162	Chadlington N. 3	- - -	87	34 9 10
162	Chadlington, Infants - N.		13	4 0 10
162	Charlbury - B. 6	60 9 0	83	38 6 8
162	Charlbury, Infants - 6	- - -	26	10 1 8
163	Cherwell - B. 6	- - -	77 177	37 17 5 100 18 10
			37	13 10 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	OXFORD—*cont.*	£ s. d.		£ s. d.
159	Chesterton Village - Ch. 6	- - -	48	21 13 4
150	Chinnor - N. 4	346 0 0	45	19 17 6
150	Chinnor - B. 10	54 0 0	14	3 8 4
162	Chipping Norton - - N. 2	*100 0 0	49	28 12 11
	" "	495 10 4	200	87 19 2
162	Chipping Norton - - B. 6	300 0 0	21	6 7 6
			179	86 15 11
162	Churchill and Sarsden - N. 2	- - -	13	6 7 6
123	Clifton-Hampden - - Ch. 7	- - -	116	17 16 11
157	Cowley - N. 11	- - -	11	2 8 1
157	Cowley, St. John's - Ch. 10	- - -	56	22 19 4
163	Cropredy - N. 2	270 0 0	10	2 10 0
157	Cuddesdon - N. 4	68 0 0	72	24 6 7
128	Culham - N. 7	67 10 0	147	51 10 8
123	Culham, Oxford Diocesan Practising 12	146 5 0	127	50 18 8
160	Deddington N.	400 0 0	67	22 5 2
125	Dorchester, Boys - N. 4	*20 0 0	63	27 5 4
125	Dorchester, Girls and Infants - N. 4	- - -	53	29 9 4
163	Drayton - N. 4	- - -	39	12 5 4
161	Ducklington, St. Bartholomew's - N. 6	243 0 0	27	7 5 10
160	Dunstew - Ch. 5	- - -	69	26 3 4
161	Ensham - N.	223 3 6	40	18 18 9
162	Enstone - N.	*56 0 0	43	20 1 4
125	Ewelme - N. 4	- - -	39	14 2 4
162	Finstock and Fawler - N. 3	285 4 0	19	16 15 10
159	Fringford - N. 5	- - -	12	4 0 0
157	Garsington Ch. 6	- - -	76	12 15 6
126	Goring - N. 1	- - -	19	3 4 2
161	Hailey - - N. 1	60 0 0	55	23 8 2
155	Harpsden - P. 6	- - -	33	14 4 0
157	Headington, Mixed - N. 5	237 0 0	47	18 4 4
157	Headington Quarry, Mixed Ch. 3	- - -	55	24 18 0
155	Henley-on-Thames - N. 10	647 0 0	27	13 7 4
159	Heyford, Lower - Ch. 10	100 0 0	54	20 15 10
163	Hook Norton - - N. 2	- - -	69	23 6 9
163	‡Hook Norton B.		290	133 13 8
157	Horton (Beckley) - - Ch. 5	59 0 0	48	25 11 6
	Horton-cum-Studley. *See* Horton Beckley.		121	56 7 10
150	Ibstone - Ch. *a*		21	5 2 6
			34	14 11 8

a Removed from inspection.

b For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	OXFORD—*cont.*	£ s. d.		£ s. d.
157	Iffley - - Ch. 7	- - -	77	24 11 3
	Ipsden Union of Schools - 7			
	Ipsden -	- - -	27	7 12 8
	North Stoke	- - -	26	9 7 6
	South Stoke	- - -	40	10 0 0
	Woodcote	- - -	26	9 10 0
	Stoke Row	- - -	33	13 4 8
	Checkendon	- - -	27	11 5 10
161	Kencott - Ch. 4	- - -	36	18 12 6
160	Kiddington - N. 6	- - -	39	19 5 2
160	‡Kidlington - N.			
155	Kidmore End, St. John the Baptist - Ch.	93 5 0	66	43 7 10
162	Kingham - N. 2	- - -	89	44 11 0
			14	3 16 8
159	Kirtlington N. 3	- - -	55	5 12 10
			8	2 16 8
122	Langford - N.	90 0 0		
159	Launton - N. 5	204 0 2	72	37 3 8
			16	5 0 0
162	Leafield - 3	*65 0 0	121	41 6 9
161	Leigh, North N. 5	*48 0 0	95	39 18 2
			18	4 0 0
156	Lewknor - N. 4	*83 0 0	61	32 11 0
	„ „	31 8 3	7	2 17 6
157	Littlemore - Ch. 11	- - -	*a*	
126	Maple-Durham - P.			
157	Marston - N. 6	- - -	50	18 11 3
156	Milton, Great N. 4	- - -	95	38 16 2
			21	5 15 10
156	Milton, Little N. 4	140 0 0	73	39 18 4
			16	5 3 4
162	Milton-under-Wychwood N. 3	- - -	86	35 15 2
			23	7 14 2
156	Moreton - Ch.	174 0 0		
155	Nettlebed - N. 7	- - -	65	23 4 0
163	Newington, North - N. 2	- - -	66	*b*
163	Newington, South (St. Matthew's) N. 1	*67 0 0	48	4 3 7
	„ „	40 0 0		
161	Newland, The Blake.			
155	Nuffield - Ch.			
123	Nuneham - N. 12	- - -	76	46 19 4
158	Oxford, Blue Coat.			
158	Oxford, City U.			
158	Oxford, St. Aldate's - N. 10	*72 0 0	113	39 4 5
157	Oxford, St. Clement's - N. 10	- - -	188	70 9 10
158	Oxford, St. Ebbe's - N.			
157	Oxford, St. Giles' - N. 11	*110 0 0	169	76 18 8
158	Oxford, St. Mary Magdalene - N. 11	- - -	121	58 8 4
158	Oxford, St. Michael's - Ch. 11	- - -	*b*	
185	Oxford, St. Paul's - N. 11	213 0 8	291	141 18 8
158	Oxford, St. Peter's-in-the-East - Ch. 11	- - -	*a*	
158	Oxford, St. Thomas-the-Martyr - N. 10	- - -	69	23 2 8
158	Oxford - W. 6	76 0 0	186	113 15 10
			10	3 16 6
159	Piddington - N. 4	203 0	32	3 16 10
155	Pishill - - Ch. 4	- - -	44	16 10 8
161	Ramsden - N. 3	129	76	39 0 6
162	Rollright, Great - N. 2	155 15 0	68	14 8 6
			17	3 19 4
155	Rotherfield (Grey's), Trinity, Infants - - N. 10	60 0 0	86	41 16 8
160	Sandford - N. 3	45 0 0	42	13 14 0
123	Sandford-on-Thames - N. 7	- - -	62	11 12 2
155	Shiplake - N. 5	- - -	39	17 7 0
			14	4 11 3
162	Shipton-under-Wychwood N. 2	255 0 0		
125	Southstoke - N. *c*	30 0 0		
162	Spelsbury - Ch. 6	- - -	72	41 2 10
			17	5 17 6
161	Standlake - Ch. 5	- - -	38	6 10 0
160	Steeple Aston, Radcliffe's Ch. 3	- - -	67	29 13 3
			14	2 7 2
160	Steeple Barton - - Ch. 6	- - -	93	58 4 2
			17	6 2 6
160	Stonesfield - N. 3	- - -	98	49 1 10
			35	12 15 10
159	Stratton-Audley - - N. 5	- - -	75	39 3 10
			10	3 0 0
157	Summertown N. 11	86 0 0	*a*	
155	Swyncombe, Industrial - Ch. 4	- - -	42	19 9 6
156	Sydenham (Wenman's) N.	50 0 0		
160	Tackley - N. 3	78 0 0	58	23 7 3
156	Tetsworth - N.	100 0 0		
162	Tew, Great, Endowed - 2	- - -	80	38 0 0
162	Tew, Little - N.	*30 0 0		
	„ „ - „	10 0 0		
156	Thame „ - N. 10	*120 0 0	46	15 12 9
	„ „ - „	60 0 0	12	2 15 0
156	Thame-Royal B. 6	*150 0 0	88	56 11 6
125	Warborough N. 5	45 0 0	64	9 16 11
			20	0 16 8
163	Wardington N. 2	- - -	95	38 15 8
155	Watlington - N. 1	50 0 0	87	0 10 3
161	Westwell - N.	40 0 0		
	Westwell Union of Schools:— *d*			
	Westwell.			
	Burton Abbots.			
157	Wheatley - N. 4	357 0 0	85	34 2 3
			12	2 11 8
126	Whitchurch (Reading) - P. 1	- - -	68	6 2 5
163	Wigginton - N.	164 0 0		
161	Witney - N. 1	*47 0 0	175	81 7 4
	„ - „	699 0 0	27	4 10 10

a Due, but not paid. *b* Refused under Article 52 *d*. *c* School pulled down. *d* Group dissolved.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	OXFORD—*cont.*	£ s. d.		£ s. d.
161	Witney - W. 6	- - -	137	72 0 2
125	Woodcote - N.	*35 0 0		
160	Woodstock - N. 3	691 0 0	180	81 17 4
160	Woolvercote P. 11	- - -	85	40 16 0
163	Wroxton - Ch. 3	- - -	57	25 15 10
			12	4 0 0
	RUTLANDSHIRE.			
419	Ashwell - Ch.			
420	Bisbrooke - Ch. 4	- - -	43	16 8 0
419	Braunston - N.	40 0 0		
421	Clipsham - N.	111 2 0		
419	Cottismere - N. 4	- - -	95	57 8 2
			7	2 7 6
419	Empingham, Foster Charity - - N.			
419	Exton - - N. 4	- - -	133	61 3 6
			7	1 7 6
			101	34 1 7
419	Greetham - Ch 4	- - -	9	1 13 6
419	Hambleton - N.	*30 0 0		
	" - "	25 0 0		
421	Ketton - N. 7	263 0 0	123	63 0 2
			10	1 12 0
419	Langham - Ch.			
420	Luffenham, South - N. 4	76 0 0	60	32 15 8
			10	3 10 0
419	Manton - N. 4	95 4 0	31	14 15 8
419	Oakham, - N. 4	589 15 0	263	136 13 10
			23	8 12 6
421	Ryhall - - N.	*50 0 0		
420	Seaton - - N. 4	222 10 0	57	27 14 10
420	Uppingham N. 4	376 6 3	84	35 0 10
419	Whissendine N. 4	88 6 3	59	20 2 5
			6	1 10 0
420	Wing - - N. 4	84 0 0	80	39 11 4
	SHROPSHIRE.			
359	Acton Burnell N.	32 0 0		
364	Adderley - N. 12	- - -	61	31 5 6
357	Albrighton - Ch. 3	- - -	58	28 18 10
359	Alberbury - Ch. 4	- - -	57	33 13 10
363	Ash - - N.	88 0 0		
366	Aston - - N. 11	80 0 0	92	50 1 6
364	Aston-in-Woore - N.	45 0 0		
359	Battlefield and Uffington - N.			
357	Beckbury - N. 7	96 7 6	36	21 5 6
359	Berrington - N. 3	32 0 0	38	11 2 6
353	Bishop's Castle - N. 6	76 13 4	107	49 18 6
359	Bomere Heath - N.	123 0 0		
356	Bridgnorth, Blue Coat - N.			
356	Bridgnorth, St. Mary's and St. Leonard's - N. 2	508 10 10	164	97 10 10

a Due, but not paid.

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	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
356	Bridgnorth, St. Mary's, Low Town - N. 2	334 18 8	101	60 4 4
			14	4 16 8
353	Brockton - N.	105 0 0		
358	Broseley - N. 2	806 6 3	270	167 8 8
604	Bucknell - N.	168 10 0		
352	Cainham - N.	*47 0 0		
356	Chelmarsh - N. 2	80 0 0	38	17 12 2
366	Chetwynd - N. 11	180 10 0	61	7 4 0
608	Chirbury - Ch. 10	- - -	49	16 15 0
354	Church Stretton - - Ch. 6	521 2 0	78	19 13 1
353	Clun - - N. 6	- - -	101	65 19 6
353	Clunbury - Ch. 6	257 10 0	69	37 2 6
353	Clungerford N.	237 0 0		
358	Coalbrookdale Company's, Boys - - N. 6	- - -	97	66 0 4
			67	24 12 6
358	Coalbrookdale, Girls and Infants - Ch. 6	- - -	137	88 13 4
362	Cockshutt - N.	274 0 0		
359	Cressage - N.	170 14 0		
352	Culmington N. 3	- - -	65	35 6 4
358	Dawley - N.	208 0 0		
358	Dawley Bank, Infants - N. 1	- - -	147	22 1 0
358	Dawley, Poole Hill (Coalbrookdale Company's) 2	- - -	436	167 2 6
			34	9 16 8
362	Diddlebury N. 4	- - -	64	44 4 10
			22	7 10 0
366	Donnington Wood - N. 11	- - -	210	130 9 2
364	Drayton, Little - N. 12	145 10 0		*a*
362	Duddlestone Heath - N. 5	- - -	60	31 16 0
362	Duddlestone, Subscription			
356	Eardington - N. 2	185 0 0	44	19 5 10
359	Eaton Constantine - N. 3	42 0 0	37	27 15 0
362	Ellesmere - N. 5	- - -	114	59 15 0
365	Ercall, High N.	135 2 6		
361	Frankton, St. Andrew's - Ch.	64 0 0		
357	George's, St. Ch. 7	1,047 0 0	496	280 10 0
			46	18 10 0
359	Harley - - Ch.	170 14 0		
362	Harmer Hill Ch. 4	- - -	38	22 13 2
364	Hinstock - N. 11	*60 0 0	115	65 18 2
	" - "	176 0 0		
364	Hodnet - N. 11	*80 0 0	47	35 5 0
354	Hope Bowdler N.	122 8 0		
608	Hope (in Worthen) - N. 10	70 0 0	52	27 9 6
353	Hopesay - P. 6	- - -	51	38 5 0
362	Hordley - N. 5	55 0 0	34	25 4 6
358	Ironbridge - Ch. 2	759 0 0	152	83 7 0
358	Ironbridge, Severnside N. *b*			
358	Jackfield - N. 3	160 0 0	89	48 5 2
357	Kemberton - N.	100 0 0		

b School closed.

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	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
365	Ketley - N. 7	- - -	135	69 10 6
355	Kinlet - N. 7	87 14 8	39	29 5 0
361	Kinnerley - N. 4	345 0 0	70	49 11 0
365	Kinnersley - Ch. 11	- - -	27	14 15 0
365	Lawley Bank - W. 2	- - -	171	45 5 3
360	Leaton - P. 4	- - -	29	19 0 0
359	Leighton - N. 3	126 17 6	40	30 0 0
366	Lilleshall - N. 11	- - -	195	116 6 0
			25	9 0 10
362	Lineal - N. 5	- - -	42	7 12 7
604	Llanvair Waterdine N.	127 0 0		
361	Llanymynech Ch. 10	- - -	38	25 12 0
363	Loppington - N.	75 10 0		
352	Ludlow - N. 6	900 0 0	348	101 5 6
			31	9 3 3
			347	193 14 2
358	Madeley - N. 3	255 13 4	105	43 10 10
358	Madeley Wood, Lloyd's - P. 3	- - -	54	26 18 4
358	Madeley Wood W. 2	357 0 0	115	78 0 10
361	Maesbury - N.	42 0 0		
358	Malin's Lee N. 1	- - -	181	105 15 10
			18	6 13 4
364	Market-Drayton - N. 12	*170 0 0	243	133 17 10
	" " - "	213 10 10		
361	Martin's, St. (The Lodge) N. 5	127 5 0	44	21 12 0
360	Meole Brace N. 4	238 0 0	64	43 5 10
362	Middle - Ch. 4	- - -	83	49 16 6
356	Middleton - R.			
608	Middleton-in-Chirbury - N. *a*	168 0 0		
359	Minsterley - N. 4	- - -	44	3 0 0
361	Moreton - Ch. 5	- - -	59	28 14 10
356	Morville - N. 2	179 0 0	36	9 18 11
352	Munslow - N. 7	- - -	44	24 7 10
385	Nash - N.	75 0 0		
355	Neen and Milson - N.	63 0 0		
353	Newcastle - Ch. 6	- - -	27	11 18 4
365	New Dale (Coalbrookdale Company's) N. 6	- - -	35	51 6 10
366	Newport - N. 11	- - -	59	41 17 6
366	Newport - R. 4	- - -	120	14 16 1
363A	Newtown - N.	93 0 0		
357	Norton (Stockton) - N. 7	- - -	50	27 1 4
352	Onibury - N.	*30 0 0		
361	Oswestry - N. 7	360 0 0	284	142 9 0
			12	3 5 0
361	Oswestry - B. 11	*150 0 0	165	64 10 6
360	Oxon - N. 4	155 6 8	29	14 11 2
			127	63 10 8
359	Pontesbury Ch. 4	288 0 0	22	8 0 4
361	Porthywaen N.	*60 0 0		
363A	Prees - N. 4	160 0 0	112	60 16 6
361	Preeshenlle - B. 11	- - -	54	23 2 6
359	Preston, Gubbald's - N. 4	- - -	30	14 16 4
365	Preston-on-the-Wildmoors N.	36 13 0		

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	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
361	Rhydycroesau - N.	85 0 0		
365	Rodington - N. 6	182 0 0	57	38 2 0
357	Ryton - N. 7	64 10 0	27	13 7 4
	Salop (South-east District) - U.			
364	Sambrook - N. 11	211 0 0	46	26 4 0
361	Selattyn - Ch. 7	155 9 0		
359	Sheinton - N.	70 0 0		
353	Shelve - N.	45 0 0		
357	Shiffnal - N. 7	- - -	106	69 12 8
360	Shrewsbury, Abbeyforegate - B. 1	- - -	61	26 7 10
360	Shrewsbury B. 2	154 18 0	301	142 12 4
360	Shrewsbury, Coleham - N. 5	*120 0 0	199	119 2 8
	" " - "	333 17 8		
360	Shrewsbury, Holy Cross N. 5	180 0 0	114	66 2 2
360	Shrewsbury, St. Alkmond's - Ch. 5	180 0 0	101	73 10 6
			35	14 4 2
360	Shrewsbury, St. Chad's - N. 5	*290 0 0	385	199 6 10
	" " - "	1,228 5 0	7	2 5 10
360	Shrewsbury, St. George's Ch. 5	- - -	112	49 4 6
			28	9 18 4
360	Shrewsbury, St. Mary's and St. Michael's - N. 5	74 6 0	281	142 11 6
			60	22 18 4
360	Shrewsbury, St. Mary's - R. 4	- - -	102	45 12 6
			32	11 13 4
354	Smethcote - N. 6	- - -	33	7 15 6
363A	Stanton on Hine Heath Ch. 6	- - -	40	17 8 0
352	Stoke, St. Milborough's - N.	116 0 0		
352	Stokesay - P. 6	289 4 0	56	20 3 8
355	Stottesden - N.	*125 0 0		
357	Sutton Maddock - - N.			
366	Tibberton - Ch. 11	- - -	89	44 14 6
			11	2 10 10
363B	Tilstock - N.	*60 0 0		
361	Trefonen - Ch. 5	54 9 6	126	65 12 9
359	Upton Magna - - N. 7	277 0 0	57	36 6 3
365	Wellington - N. 7	757 1 8	223	112 8 8
365	Wellington, St. Patrick's R. 4	- - -	74	32 2 7
365	Wellington - W. 2	408 0 0	171	93 9 0
362	Welsh Hampton - N. 5	207 10 0	64	41 10 0
363A	Wem - N. 4	150 0 0	152	85 9 6
363A	Wem - - B.	*200 0 0		
358	Wenlock, Much - N. 2	217 14 6	117	74 4 0
359	Westbury - N. 4	204 13 4	75	16 17 3
			12	2 18 4
363B	Whitchurch, Boys and Infants - N. 5	49 0 0	215	121 9 4

a School closed.

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	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
363B	Whitchurch, Endowed, Girls - - N. 5	- - -	75	*a*
363B	Whitchurch W. 3	344 16 3	142	63 6 8
361	Whittington N. 5	214 10 0	107	40 1 7
			14	2 5 11
363A	Whixall - N.	150 0 0		
354	Wistanstow N. 6	427 0 0	117	30 6 8
365	Wormbridge, Oakengates N. 7	366 0 0	180	97 8 8
364	Woore, St. Leonard's - N.	99 0 0		
356	Worfield, Endowed.			
608	Worthen - N. 10	93 0 0	76	35 18 6
365	Wrockwardine - Ch. 7	121 0 0	89	55 9 6
365	Wrockwardine Wood N. 11	- - -	170	75 9 3
	SOMERSETSHIRE.			
317	Aller - - N. 2	*35 0 0	58	27 3 0
319	Ash - - N.	50 0 0		
328	Ashton, Long P. 6	478 15 0	104	40 8 7
328	Backwell - N. 3	192 12 6	30	12 11 2
315	Bagborough, West - - P.	*40 0 0		
323	Baltonsburgh N. 1	- - -	34	15 16 4
324	Banwell - P. 3	265 2 6	120	45 15 0
			8	2 3 4
328	Barrow Gurney Ch. b	- - -		
317	Barton - Ch. 5	- - -	45	20 1 10
322	Batcombe - N. 6	- - -	49	19 17 2
326	Bath Abbey and St. James', Infant - N. 12	19 19 2	137	69 16 6
			c 162	82 0 0
326	Bath and Bath Forum - B. 3	460 0 0	171	72 9 4
326	Bath, Beacon Hill - N. 11	- - -	60	37 9 6
326	Bath, Harley Street - B. 3	- - -	77	41 19 0
326	Bath, Octagon Chapel - N. 12	- - -	52	34 12 0
326	Bath - - U.			
326	Bath - - R. 4	- - -	54	28 0 0
326	Bath, St. Michael's - N. 11	- - -	174	91 19 0
326	Bath, St. Saviour's - N. 10	173 12 8	216	117 10 10
			13	4 17 0
326	Bath, Sutcliffe Industrial.			
326	Bath, Trim St. Chapel - B. 3	- - -	58	18 10 2
326	Bath, Trinity (Monmouth Place), Inft. 11	- - -	74	33 15 0
326	Bath, Walcot Chapel - W. 3	- - -	116	44 13 0
326	Bath, East Walcot, St. Swithin's, Girls and Infants - 11	215 5 0	152	77 3 8

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
326	Bath, Walcot, St. Swithin's, Guinea Lane N. 11	568 14 0	405	227 0 6
			18	4 5 0
326	Bath, Walcot, Trinity - N. 11	*115 0 0	145	69 19 10
	" " - "	464 0 0	18	5 13 4
326	Bath, Weymouth House, (Central) - N. 12	227 11 11	219	135 2 8
326	Bathampton N. 11	- - -	40	20 0 0
326	Bath Easton N. 11	984 0 0	140	89 5 6
			17	5 5 10
326	Bathwick - Ch. 11	- - -	128	85 19 8
326	Bathwick, Victoria, Inft. - 11	- - -	122	62 2 4
			c 122	60 19 10
321	Beckington - P. 6	- - -	50	24 3 6
328	Bedminster - B. 12	623 0 0	305	267 3 10
328	Bedminster, St. Luke's - N. 10	- - -	308	143 6 4
328	Bedminster and St. Paul's District - N. 10	*252 0 0	295	131 0 6
	" - "	105 9 4		
321	Berkley (Frome) Ch. 5	- - -	39	23 1 0
324	Berrow - N. 4	70 0 0	26	12 1 3
324	Biddisham - N. 4	120 0 0	13	6 13 0
322	Binegar - N.	100 0 0		
315	Bishop's Hull N. 3	129 0 0	46	17 12 3
			58	30 10 8
328	Bishport - N. 2	348 6 9	14	4 13 4
324	Blagden (Charterhouse) - Ch.	193 10 0		
324	Bleadon - - N.	146 1 0		
314	Bradford - N. 5	68 6 0	60	31 13 10
313A	Brendon Hill Ch. 4	- - -	42	20 4 6
324	Brent, East - N.	78 3 6		
324	Brent, South N. 4	260 0 0	38	16 15 4
320	Brewham - N. 6	333 0 0		
316	Bridgwater (Dr. Morgan's) N. 2	28 2 0	116	*a*
316	Bridgwater (Friarn Street), Infants - 11	- - -	119	39 13 2
316	Bridgwater, General - B. *b*			
316	Bridgwater, Girls - - N. 2	43 10 0	92	62 16 6
316	Bridgwater (St. Mary's, Mount Street), Infants - N. 2	186 15 0	143	51 0 9
316	Bridgwater, West Street, (Ragged and Day) - - N. 2	405 0 0	144	65 19 10
316	Bridgwater W. *b*			
327	Brislington - N. 2	853 0 0	143	83 4 8
327	Brislington, Arno's Court Reformatory R.			
329	Bristol, St. Mary Redcliffe - N. 10	1,326 0 0	—	*d*
328	Bristol, Langdon Street - W. 1	- - -	164	78 19 8

a Refused under Article 52 *d*. *b* School closed. *c* For two years. *d* Due, but not paid.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
329	Bristol, St. Mary Redcliffe, Infants, (Pyle Street) - N. 10	- - -	—	*a*
329	Bristol, Temple Church, Colston's - 10	541 17 6	185 25	95 16 6 8 2 6
329	Bristol, Temple Ch., Infants - Ch. 10	- - -	196	78 18 6
313A	Brompton-Ralph - N.			
313B	Brushford - N.	*22 0 0		
320	Bruton - N. 7	171 15 0	90 36	50 13 10 9 13 4
321	Buckland Denham - N. 6	102 0 0	79 17	43 10 4 5 19 2
324	Burnham - N. 4	200 0 0	80	33 6 6
324	Burrington, Mixed - 6	- - -	72 10	47 9 0 3 5 0
316	Burrowbridge Ch. 2	- - -	41	17 1 6
323	Butleigh - N. 1	191 0 0	121 22	63 10 4 7 6 8
319	Camel West N. 1	65 0 0	39	19 16 8
325	Cameley - P. 7	122 1 3	95	52 2 8
325	Camerton, Mixed - 4	- - -	132	60 3 0
316	Cannington - N. 3	*140 0 0	130 24	76 1 0 8 18 4
320	Castle Cary and Almsford - - N. 7	214 5 0	76 42	35 18 8 16 3 4
320	Castle Cary, Infant - Ch. 7	- - -	49	8 5 0
316	Catcott - N. 1	37 10 0	56	26 1 4
321	Chantry (Industrial) - N. 6	782 2 0	32	23 16 6
318	Chard - - N. 5	24 0 0	190 82	99 16 10 21 10 0
320	Charlton Horethorne - W. 8	- - -	32	8 5 8
327	Charlton, Queen - N.	178 0 0		
317	Charlton, West - - N. 2	- - -	—	*b*
324	‡Cheddar - N. *c*			
315	Cheddon, Fitzpaine - - N.	80 0 6		
325	Chew-Magna P. 7	30 14 8	79	34 5 6
323	Chewstoke - N.			
323	Chewton Mendip - - P. 5	200 0 0	96	42 0 0
316	Chilton-upon-Polden, Sunday - -	*30 0 0		
319	Chinnock, West Ch. 2	- - -	71	35 6 10
324	Churchill - P. 6	25 16 8	35	18 0 0
325	Clandown - Ch. *c*			
313A	Clatworthy - Ch.			
313A	Cleeve (Old) N. 4	35 0 0	61	32 6 0
328	Cleeve, Trinity Ch.	207 0 0		

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
328	Clevedon - N. 6	*25 0 0 657 0 0	115 19	64 12 0 5 14 2
325	Clutton - N.	*44 0 0		
325	Clutton - B. 4	- - -	47	22 7 4
319	Coker, East - B. 4	- - -	152 49	62 19 2 10 12 6
321	Coleford - Ch.	*60 0 0 134 14 4		
321	Coleford - W.			
326	Combe Down N. 1	35 10 0		
315	Combe Florey N.	30 0 0		
318	Combe, St. Michael's - N. 5	- - -	94	7 18 8
316	Combwich - N.	185 0 0		
324	Compton, Bishop - N.	50 0 0		
327	Compton, Dando - N. 2	226 0 0	39	23 15 6
325	Compton Martin - N.	55 0 0		
320	Compton Pauncefoot N. 3	- - -	50	35 1 0
324	Congresbury N. 3	- - -	62	26 3 10
315	Corfe - - P. 5	- - -	32	21 18 0
327	Corston - N.	74 0 0		
323	Coxley - N.	60 0 0		
322	Cranmore, East and West - N. 3	13 9 0	40	22 12 8
318	Crewkerne - N. 2	250 0 0	142	92 1 0
315	Curry, North N. 2	240 8 4	97 10	51 14 4 3 6 8
317	Curry Rivel - P. 5	- - -	54	22 9 2
313A	Cutcombe, Endowed - N.			
323	Dinder - Ch. 5	- - -	22	11 4 6
322	Doulting - N. 3	- - -	67	32 7 11
325	Downside, Ch. Ch, - N.	85 0 0		
323	Dulcote - N. 5	- - -	35	16 3 4
313B	Dulverton - N. 4	342 8 0	131	74 3 4
328	Dundry - N.	296 0 0		
326	Dunkerton - N. 5	80 0 0	26	2 12 2
313A	Dunster - Ch.			
313A	Dunster - W. 11	159 12 0	23	9 10 1
316	Eastover - N.	175 10 0		
313A	Elworthy - P. 2	*50 0 0		
322	Evercreech, Ch. Ch. - N. 6	675 9 0	156	71 6 0
313B	Exmoor - N.			
328	Failand - N.	*40 0 0		
325	Farmborough " P. 7	23 15 6 315 12 0	46	17 7 0
328	Flax Bourton N.			
258	Freshford - Ch.	104 15 0		
321	Frome, Ch. Ch. N.	181 0 0		
321	Frome, Milk Street - B. 2	37 10 0	158	69 6 8
321	Frome-Selwood N. 7	62 9 4	74	43 19 4
321	Frome-Selwood, Girls- N. 7	- - -	99	59 3 6
321	Frome, Trinity N. 7	166 19 8	132	59 18 2
321	Frome - W. 2	- - -	106	43 1 4

a Due, but not paid. *b* Not inspected in 1869. *c* Removed from inspection.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
323	Glastonbury, Boys and Girls - N. 1	335 12 6	278	121 16 8
316	Gleinton - P.			
313A	Gupworthy Ch. 4	- - -	48	26 1 2
317	Hambridge - N.	100 0 0		
319	Hardington Mandeville N.			
325	Harptree - B.			
325	Harptree, East P. 5			
319	Haselbury Plucknett - N. 5	- - -	94	53 2 8
315	Hatch-Beauchamp - N.			
324	Highbridge - N. 4	116 0 0	75	46 19 8
317	High Ham - Ch. 2	250 15 0	87 33	42 16 6 11 12 6
318	Hinton, St. George - N. 5	287 0 0	86	41 15 2
323	Horrington, East - - Ch. 5	- - -	40	19 0 6
320	Horsington - N.	378 0 0	—	
313B	Huish-Champflower - N. 3	- - -	24	5 10 11
316	Huntspill - N.			
324	Hutton - Ch. 4	- - -	31	17 5 2
319	Ilchester - N.	*79 0 0		
318	Ilminster - N. 5	500 0 0	169	72 11 0
317	Keinton-Mandeville - N.	42 0 0		
328	Kenn - - N.	37 10 0		
327	Keynsham - P. 2	568 0 0	133	64 8 4
327	Keynsham - B. 3	- - -	108	60 5 10
321	Kilmersdon - Ch. 6	309 0 0	60	29 17 6
267	Kilmington N. 5	- - -	47 10	18 10 8 2 1 8
317	Kingsdon - N.	*52 0 0		
328	KingstonSeymour - - P.	223 0 0		
314	Langford Budville - - N. 2	- - -	43	20 0 2
321	Leigh-on-Mendip, St. Giles - - N. 3	- - -	60 5	42 4 2 1 7 6
319	Limington - N.	*35 0 0		
325	Littleton, High N. 7	144 11 4	62	26 16 0
324	Locking - N. 4	116 0 0	13	6 8 1
313A	Longford - N.	310 0 0		
320	Lovington - Ch. *a*			
321	Lullington - B. 2	- - -	45 7	22 1 6 2 9 2
324	Lulsgate (Wrington), Mixed - N. 6	- - -	36	13 16 8
313A	Luxborough N.			
326	Lyncombe Rushill - Ch. 11	- - -	87 22	42 0 4 6 11 8
326	Lyncombe, St. Mark's - N. 10	285 0 0	336 64	170 12 4 21 3 4
324	Mark - - N. 4	123 6 8	57	17 5 6
321	Marston Biggott Ch. 7	- - -	50 7	22 8 2 2 4 2
319	Martock - N. 2	158 8 0	142 38	77 17 8 15 6 8

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
323	Meare - - N. 1	- - -	64	23 10 0
321	Mells - - Ch. 6	- - -	132 17	79 7 4 6 4 2
318	Merrick - N. 2	*66 0 0	120	65 9 9
316	Middlezoy - N.	133 0 0		
325	Midsomer, Norton - N. 7	165 15 5	148 30	63 5 2 7 15 10
325	Midsomer, Norton - W. 12	- - -	119	42 12 8
320	MilbornePortN. 2	- - -	179	98 4 10
320	Milborne Port - - B. 4	- - -	66	33 6 2
314	Milverton - N. 2	- - -	171	89 12 9
313A	Monksilver - N.	76 0 0		
319	Montacute - N. 2	175 6 4	119 50	77 16 0 19 11 8
319	Mudford - N.	81 0 0		
328	Nailsea Ch.Ch. N.			
328	Nailsea - P.	150 0 0		
313A	Nettlecombe, Yard - - 11	- - -	49	23 0 6
316	Northmoor Green - Ch. *b*	26 6 0		
319	Norton - Ch. 2	- - -	80 25	44 8 8 10 2 6
321	Norton, St. Philip's Neilds - N.	40 0 6		
322	Oakhill - Ch. 5	- - -	40 54	24 4 10 32 8 2
322	Oakhill - B. 2	- - -	17 177	5 2 6 86 5 2
325	Paulton - N. 7	185 12 8	10 89	2 16 8 29 0 4
325	Paulton - W. 2	- - -		
322	Pennard, East N.	35 0 0		
323	Pennard, West Ch. 1	289 17 0	87	37 10 0
320	Penselwood N.	69 0 0		
316	Petherton, North - N. 2 „ „	*150 0 0 40 19 8	105 24	49 12 8 7 8 4
316	Petherton, North, (Congregational) B. 2	- - -	77	26 12 6
319	Petherton, South, Boys and Girls - N. 2	- - -	160	80 16 0
328	Pill (Benevolent) - 3	655 0 0	237	139 3 4
328	Pill - - B. *c*			
322	Pilton - - N.	40 0 0		
315	Pitminster - N. 2	145 0 0	50 22	34 18 8 7 16 8
328	Portishead - N. 5	228 15 0	55	40 6 8
276	Poyntington Village - 11	- - -	33 6	0 13 4 1 10 0
329	Publow (Pyne's) N. 7	- - -	70	28 18 0
316	Puriton, Charity Ch.	184 10 0		
325	Radstock - N. 7	639 18 0	132	54 14 10
276	Rimpton - N. 11	32 0 0	21 7	9 15 2 2 14 10
321	Road - - W. 2	- - -	70	43 10 6
314	Rockwell Green N. 5	12 0 0	166 69	107 11 6 25 14 2

a Removed from inspection. *b* School closed. *c* Merged into Pill Benevolent.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
323	Rodney Stoke Ch.			
315	Ruishton - N. 5	133 0 0	43	19 13 8
313A	Sampford, Brett, St. George's - N. 4	- - -	52	28 16 8
318	Seavington, St. Michael's N.	45 0 0		
318	Shepton Beauchamp - N. 5	*60 0 0 202 4 0	99	47 17 0
322	Shepton Mallet N. 5	1,062 12 0	349	174 2 0
322	Shepton Mallet B. *a*			
320	Shepton Montague - N. 3	- - -	28	14 5 2
324	Shipham - N. 3	*40 0 0 17 10 0	51	19 19 5
317	Somerton, Free, Ch. 2	- - -	61 39	30 5 10 14 5 5
317	Somerton Montecelfe N. 2	- - -	85	40 6 6
316	Spaxton - N. 3	- - -	70 14	45 7 0 3 11 8
313A	Stogumber, Mixed - Ch. 4	16 0 0	82	38 10 8
313A	Stogursey - 3	- - -	152 19	89 18 6 5 0 10
315	Stoke, St. Gregory - Ch. 2	351 0 0	80 15	43 13 6 6 0 10
322	Stoke Lane, St. Michael's N. 5	- - -	84	46 13 2
326	Stoke, South, Ch. 2	- - -	54	40 10 0
320	Stoke, Trister N.	22 0 0		
325	Stowey - Ch. 7	- - -	30	20 0 0
316	Stowey-Nether Ch. 3	114 0 0	84 28	41 14 4 6 8 2
316	Stowey Over Ch. 3	- - -	65 15	43 13 4 3 4 2
322	Stratton - N. 5	282 0 0	67 16	40 18 9 5 7 0
323	Street and Walton - B. 2	*100 0 0 689 2 0	89	39 10 8
325	Sutton Bishop N.	70 0 0		
317	Sutton, Long, Ch. 1	21 0 0	39 23	19 5 6 9 14 2
315	Tangier (Taunton).			
315	Taunton - B. 11	*75 0 0 203 8 4	211	94 7 0
315	Taunton, Central - N. 2	*185 0 0 431 17 6	336	175 0 8
315	Taunton, Original Infant 11	27 0 0	—	*b*
315	Taunton - U			
315	†Taunton, St. George's - R.			
315	Taunton, St. James' - N. 5	23 17 7	118	60 8 0
315	Taunton, Trinity N. 2	- - -	139	55 8 2
320	Temple Combe N. 2	60 0 0	51	22 5 0
324	Theale - N.	112 10 0		

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
315	Thorn Falcon N.			
316	Thurluxton - Ch. 2	- - -	27	15 5 6
328	Tickenham - N.	98 0 0		
313A	†Timberscombe, Endowed - N.			
325	Timsbury - N. 7	95 0 0	163 17	90 9 9 8 1 1
313A	†Treborough N.			
326	Twerton - Ch. 11	636 6 0	138	84 5 10
321	Wanstrow - N. 3	72 0 0	33	11 13 7
314	Wellington - N. 5	- - -	198	106 14 6
314	Wellington - B. 11	- - -	—	*b*
326	Wellow - N. 2	128 0 0	68 17	22 5 3 6 2 6
323	Wells, Blue Coat.			
323	Wells, Central 5	1,400 0 0	273 18	154 2 8 5 3 4
323	Wells, East, St. Thomas' N.			
323	Westbury - N. 5	- - -	38	20 5 4
326	Weston (near Bath) - N. 11	266 0 0	241 12	144 2 10 3 18 4
326	Weston (Bath), St. John's Ch. 11	- - -	87	41 18 2
324	Weston-super-Mare - N. 4	320 0 0	273	127 18 2
324	Weston-super-Mare - B. 3	169 13 4	148	70 3 10
324	Weston-super-Mare Ch. Ch. N. 4	- - -	163	72 18 10
324	Weston-super-Mare, Emmanuel, Infants - N. 4	- - -	148	71 19 6
316	Weston Zoyland - N. 3	66 4 0	78 27	48 13 0 9 9 2
326	Widcombe, (Girls and Infants) - P. 10	- - -	127	67 4 0
326	Widcombe (Bath) - N. 10	171 5 4	286 23	148 12 4 8 2 6
320	Wincanton - N. 3	*130 0 0 29 10 0	85	37 6 10
328	Winford - N.	96 0 0		
324	Winscombe - B.	*50 0 0		
318	Winsham - N. 5	- - -	104 16	57 12 4 8 6 8
321	Witham Friary Ch. 3	- - -	66	21 14 9
314	Wiveliscombe N. 5	176 0 0	140	63 9 3
324	Woodborough B.			
323	Wookey - N. 5	238 14 0	132	70 6 10
313A	Wootton-Courtney - - Ch. 4	- - -	75 6	48 13 4 2 1 8
323	Wootton, North N.			
324	Worle - N. 3	187 0 0	94	45 7 10
328	Wraxall, Trinity N. 5	- - -	90	30 0 9
324	Wrington - N 6	*35 0 0 706 0 0	98	55 16 1
321	Writhlington N.	30 0 0		
328	Yatton - N. 7	*72 0 0 109 15 0	107	27 0 6

a School closed.

b Due, but not paid.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
328	Yatton - - B. 11	- - -	36	11 7 4
319	Yeovil, St. John's (Boys, Girls, and Infants) - Ch. 1	268 8 8	360	236 9 10
			34	10 10 0
319	Yeovil, Hendford Trinity Ch. 1	447 5 0	185	101 9 2
			17	5 18 6
	STAFFORDSHIRE.			
374	Abbot's Bromley - - N.	90 0 0		
378	Acton, Trussell and Bednall - N. 3	353 0 0	64	31 8 10
			12	4 0 0
366	Adbaston - N.	61 0 0		
380	Aldridge, (Girls and Infants) 1	- - -	78	23 12 8
377	Alrewas - N. 11	460 0 0	130	61 18 8
373	Alton - - N. 9	116 10 0	45	21 3 2
373	Alton, St. John's - B. 10	- - -	76	36 0 0
			35	9 15 6
383	Amblecote - N. 5	656 0 0	230	100 7 8
			19	7 2 6
383	Amblecote (Dennis' Park) N.	206 0 0		
384	Arley (Upper) N. 5	404 0 0	85	40 9 6
			13	4 14 2
364	Ashley - - N. 12	400 0 0	—	*a*
368	Aston-in-Stone, St. Michael's - R.			
368	Aston, St. Saviour's - N. 10	80 0 0	62	46 10 0
369	Audley, Mixed N.	323 10 0		
369	Audley, Village, Girls' N. 9	*130 0 0		
	" " W.	135 7 6	103	50 6 8
369	Audley - W. 12	- - -	190	81 1 10
380	Barr, Great N. 1	570 0 0	50	26 5 4
367	Berkswich - N. 12	*50 0 0	39	16 12 0
369	Betley - - N. 9	256 0 0	142	87 7 5
457	Biddulph Moor N. 3	155 6 8	90	35 12 10
379	Bilston - B. *b*	*150 0 0		
379	Bilston, St. Joseph's - R.			
379	Bilston, St. Leonard's - N. 12	1,480 10 0	267	125 9 4
			30	7 18 4
379	Bilston, St. Leonard's, Wolverhampton St., Infts. - 12	- - -	38	16 15 4
379	Bilston, St. Luke's - N 12	175 10 0	134	59 9 0
			165	65 14 2
379	Bilston, St. Mary's - N. 12	655 4 0	235	110 2 2
379	Bilston - W. 3	- - -	61	21 12 2
378	Bishop's Wood N. 3	273 0 0	52	26 6 2
			11	3 12 6
380	Blakenhall - N. 1	395 12 6	101	40 16 7
380	Blakenhall Heath - N.	230 0 0		

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
447	Blore and Swinscoe - N. 10	112 15 0	21	4 2 2
380	Bloxwich - N. 1	1,002 16 0	332	159 5 6
			24	5 15 0
357	Blymhill - P. 11	416 0 0	72	45 17 8
379	Bradley, St. Martin's - N. 12	218 15 0	252	94 13 7
374	Bramshall Ch.		108	*d*
377	Brereton - N. 12	125 0 0	127	59 3 2
378	Brewood - N. 3	652 0 0		
378	Brewood, St. Mary's - R. 9	- - -	77	33 7 10
383	Brierley Hill N. 1	*270 0 0	312	134 17 6
	" "	150 0 0	22	4 15 0
383	Brierley Hill W. 4	- - -	179	106 19 6
370	Brindley Ford W. 11	- - -	73	31 7 2
383	Brockmoor - N. 1	300 0 0	105	31 11 8
381	Bromwich, West, All Saints' - N 2	67 0 0	324	153 0 0
			43	16 5 10
381	Bromwich, West, Ch. Ch. N. 2	665 14 0	286	133 11 4
			38	14 16 8
381	Bromwich, West, Ch. Ch. Newhall Street N. 2	- - -	189	74 17 11
381	Bromwich, West, Ebenezer Independent - -	100 0 0		
381	Bromwich, West, Gold's Hill, Ironworks - Ch. 2	- - -	335	185 5 10
			92	23 16 8
381	Bromwich, West, Hill Top - - W. 4	- - -	254	138 6 2
			48	11 6 8
381	†Bromwich, West - - R.			
381	Bromwich, West, St. Andrew's - N. 3	- - -	339	138 15 4
			32	7 11 9
381	Bromwich, West, St. James', Hill Top - - N. 2	400 0 0	233	133 0 4
381	Bromwich, West, St. Peter's - N. 2	427 10 0	318	148 14 8
			56	18 11 8
381	Bromwich, West, Summit - - B. 4	- - -	286	134 9 6
382	Bromwich, West, Holy Trinity - N. 2	297 10 0	284	126 18 2
381	Bromwich, West - - W. 4	1,800 0 0	465	243 2 4
372	Brown Edge N.	131 11 0		
371	Bucknall - N. 5	87 15 0	45	4 19 6
370	Burslem, St. John's - N. 3	42 16 8	311	178 3 4
			17	6 14 2
370	Burslem, St. Paul's, Dale Hall - - N. 3	*150 0 0	200	102 16 10
	" " "	145 13 0	33	9 0 10

a Due, but not paid. *b* School closed. *c* For two years. *d* Refused under Article 52 *d*.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
370	Burslem, St. Paul's (Sytch) N. 3	134 10 0	75	28 5 8
370	Burslem - W. 11	441 0 0	—	*a*
375	Burton-on-Trent (Anderstaff Lane), Mixed N. 11	100 0 0	75	40 11 6
375	Burton-on-Trent - B.	264 8 4	540	264 4 6
375	Burton-on-Trent, Ch. Ch. N. 11	271 0 0	35	8 5 10
			607	290 9 2
			40	7 18 4
375	Burton-on-Trent, Trinity, Boys, Girls, and Infants - N. 11	504 4 0	340	179 19 2
378	Bushbury - N. 3	- - -	88	40 4 2
380	Caldmore - N. 3	297 2 6	90	29 4 2
			18	8 6 6
377	Cannock Chase Colliery - 11	- - -	—	*a*
378	Cannock, Endowed - N. 3	- - -	101	47 19 10
378	Cannock, Infant - - Ch. 3	- - -	50	24 1 10
382	Capponfield Ironworks Ch. *c*			
367	Castletown, St. Thomas Ch. 10	67 10 0	162	76 7 8
373	Cauldon, Low N. 9	100 0 0	50	28 0 0
373	Caverswall - N. 6	215 15 0	90	39 18 9
373	Caverswall - R. 10	- - -	71	30 10 4
373	Cheadle - N. 6	615 14 8	296	150 0 2
373	Cheadle, St. Giles' - - R. 10	- - -	173	117 10 0
373	Cheadle, St. Wilfred's - R.			
368	Chebsey - N. 10	162 17 6		
373	Cheddleton - N. 9	221 4 6	92	56 0 0
378	Cheslyn Hay B. -	*100 0 0		
370	Chesterton - N. 4	834 0 0	227	98 16 8
			21	10 7 6
370	Chesterton (late Alsager's Bank) - N.	*130 0 0		
	"	20 0 0		
369	Chorlton" - N.	68 0 0		
378	Church Eaton Ch.	181 0 0		
376	Clifton Campville - - N. 11	- - -	54	8 6 10
370	Cobridge - N. 4	- - -	172	97 4 2
370	Cobridge, St. Peter's - R. 10	- - -	151	80 2 8
379	Codsall - - N. 11	230 0 0	110	40 19 4
377	Colton - Ch. 12	- - -	76	*d*
382	Corngreave's New British Iron Company's - 5	- - -	327	186 15 2
			67	24 10 10
382	Coseley, Ch. Ch. - - N. 10	193 0 0	232	147 5 2
382	Coseley (Darkhouse Chapel) - B. 3	*150 0 0	76	35 0 6
382	Coseley (Prince's End) - - N. *c*	318 0 0		
382	Coseley, West N. 10	252 0 0	246	119 9 4
368	Cotes Heath N.	75 0 0		
378	Coven - Ch. 8	274 0 0	81	38 10 8
368	Cranberry Alley (Cote's Heath) - N.	*25 0 0		
373	Creswell, St. Mary's - R. 10	- - -	44	26 17 8
368	Croxton - N. 2	163 0 0		
380	Darlaston - B.	*300 0 0		
380	Darlaston (Old Church) - N. 3	489 5 0	155	61 13 4
380	Darlaston Green, St. George's - N. 3	373 10 0	140	56 17 9
380	Darlaston - W. 4	- - -	138	45 0 4
373	Denstone - Ch. 9	- - -	55	19 11 11
373	‡Dilhorne, Endowed Free N.			
374	Draycott-in-Hanbury - N. 11	95 0 0	107	50 2 10
373	Draycott-le-Moors - N. 6	271 0 0	34	14 17 8
368	Dresden - Ch. 10	- - -	200	89 12 8
382	Dudley Port, Primitive Methodist - 2	- - -	86	16 19 2
			13	1 12 6
368	Eccleshall - N. 2	279 3 9	149	80 16 4
368	Eccleshall, Offley Hay N.	147 2 6		
371	Edensor, Mixed Ch. 3	252 7 6	103	35 18 2
447	Ellastone - N. 10	422 0 0	114	64 18 9
379	Enville - P. 5	- - -	86	42 7 4
378	Essington - N. 3	115 3 6	91	38 15 6
			7	2 12 6
371	Etruria - N.	245 0 0		
371	Etruria - B. 11	- - -	—	*a*
371	Etruria, Unsectarian - - 11	- - -	—	*a*
382	Ettingshall - N. 12	223 2 11	175	103 11 0
			44	15 6 8
379	Ettingshall - W. 3	200 0 0	80	47 12 0
			15	6 4 2
379	Ettingshall, Infant - W. 3	- - -	79	38 5 8
376	Fazeley - Ch. 11	310 10 0	188	92 8 10
371	Fenton - N. 3	- - -	375	176 8 10
			133	33 14 2
371	Fenton, China Street - N. 3	- - -	133	53 15 8
367	Forebridge - N. 10	170 0 0	114	42 6 2
373	Forsbrook - N. 5	185 0 0	39	17 19 4
367	Fradswell - N.			
373	Freehay, St. Chad's - N. 6	355 1 2	88	35 7 5
457	Gillowshaw Brook - W. 7	- - -	113	68 0 11
			13	4 15 10
370	Goldenhill - N. 3	204 13 4	197	109 3 4
			17	7 2 6
382	Gornal - - B.	*150 0 0		
382	Gornal, Lower N.	300 0 0		

a Due, but not paid. *b* For two years. *c* School closed. *d* Refused under Article 52 *d*.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
382	Gornal, Upper N. 7	218 0 0	74	30 19 1
			10	3 15 0
369	Halmer End N. 9	125 16 8	84	42 11 7
377	Hamstall-Ridware - N. 12	- - -	—	*a*
375	Hanbury, Endowed - N. 11	150 0 0	96	41 0 10
381	Handsworth, Old - - N. 3	- - -	140	79 11 6
			11	3 12 6
381	Handsworth Island Cottage Industrial Home.			
381	Handsworth, St. James' - N. 3	65 0 0	198	83 14 10
381	Handsworth, St. Michael's N. 3	286 0 0	235	129 9 8
			17	5 7 6
368	Hanford - N. 10	147 17 6	125	60 15 2
			26	8 8 4
371	Hanley - N. 4	- - -	346	182 12 2
			84	20 11 8
371	Hanley, Bethesda - - B. 11	- - -	—	*a*
371	Hanley - R. 10	- - -	251	137 14 2
			58	18 3 4
371	Hanley - W. 11	- - -	230	114 17 8
			255	139 1 0
393	Harborne - B. 6	- - -	133	74 19 2
393	Harborne, Endowed - N. 3	*146 0 0	134	46 11 0
	" " "	86 10 0	22	5 11 8
393	Harborne Heath, St. John's - Ch. 3	366 5 0	171	90 0 6
			86	39 1 4
370	Harriseahead W. 11	- - -*b*	23	8 4 2
			58	32 16 0
371	Hartshill - N. 4	- - -	201	103 13 6
367	Haywood, St. John the Baptist's - R. 9	270 0 0	26	19 10 0
378	Hednesford Ch. 3	202 2 6	95	30 6 10
366	High Offley, St. Mary's - N. 12	208 0 0	*b* 24	13 5 8
			24	10 6 8
368	Hilderstone N. 10	- - -	48	25 19 9
367	Hixon, St. Peter's - N. 6	194 8 0	67	34 8 6
378	Hollington - N. 6	- - -	50	21 18 2
371	Hope, Trinity N. 5	- - -	115	35 3 9
375	Hornhinglow - N. 10	40 0 0	70	16 15 2
372	Horton Lee - N. 6	100 0 0	42	17 11 0
367	Hyde Lea, Infant - Ch. 2	204 0 0	21	8 5 0
373	Ipstones - P. 9	302 2 0	144	36 2 5
369	Keele - - Ch. 9	- - -	88	38 9 8
370	Kidsgrove - N. 5	- - -	464	264 6 4
			68	21 16 8
370	Kidsgrove - W. 9	- - -	113	35 17 9
			20	7 10 0
377	Kings Bromley, Infants' N.	30 0 0		
377	Kings Bromley - - P. 11	- - -	64	33 0 2
381	Kingshill - Ch. 4	- - -	139	62 13 11
373	Kingsley, Infants' - Ch. 9	- - -	89	23 1 0

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
383	Kingswinford, Glynne - N. 6	177 10 0	86	39 5 5
383	Kingswinford (Oak Farm Ironworks) N.	800 0 0		
383	Kingswinford, St. Mary's - N. 6	340 0 0	181	84 18 8
			10	4 5 0
379	Kinver - N. 5	*55 0 0		
	" "	283 15 0	200	88 17 9
366	Knightley - N.	129 6 8		
457	Knypersley Ch. 3	- - -	134	55 8 4
378	Lapley and Wheaton Aston - - N. 3	324 0 0	68	30 3 4
380	Leasowe (Shaw's) - N.			
372	Leek - - B. 5	- - -	35	7 5 4
372	Leek, Brunswick, Infants' - W. 5	- - -	61	31 1 2
372	Leek, Compton, Infants' - - 9	- - -	—	*a*
372	Leek, Parish Church - N. 2	*350 0 0	—	*a*
	" " "	85 0 0		
372	Leek, St. " Luke's - N. 9	243 0 0	—	*a*
372	Leek (West Street) - W. 5	- - -	89	51 12 10
374	Leigh, Endowed Free *c*	311 0 0		
374	Leigh - - N. 6	- - -	102	37 6 8
377	Lichfield, St. Mary's - N. 11	213 15 0	178	95 10 10
377	Lichfield, St. Michael's - Ch. 11	192 12 0	108	39 1 0
377	Longdon - N. 2	116 14 0	72	29 11 1
371	Longton - N. 3	*125 0 0	460	264 17 6
	" - "	879 15 0	103	41 15 10
371	Longton, Mount Pleasant, Mixed 3	- - -	139	49 14 10
			10	4 10 0
371	Longton, St. Gregory's - R. 10	- - -	269	143 11 2
			80	34 10 0
371	Longton - W. 11	- - -	109	46 16 10
369	Madeley, Endowed - - N. 9	- - -	90	18 2 1
380	Maryvale, Industrial - R.			
447	Mayfield - N. 10	355 4 0	97	49 19 6
			16	4 6 8
368	Milwich - N. 10	- - -	29	17 0 6
			6	1 18 4
368	Moddershall N.	105 0 0		
366	Moreton (in Gnosall) - N. 12	84 0 0	60	32 8 6
370	Mowcop - N. 5	157 10 0	107	59 7 8
381	Moxley - N. 4	*200 0 0	184	107 2 4
	" "	60 0 0	21	5 5 10
374	Newborough N. 6	- - -	42	17 12 10
369	Newcastle-under-Lyne N. 9	90 16 8	427	176 9 3
369	Newcastle-under-Lyne B. 12	*350 0 0	137	63 8 10
	" " "	67 16 7½	132	65 18 0

a Due, but not paid.

b For two years.

c Incorporated with Leigh, N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
369	Newcastle-under-Lyne, St. George's N. 9	*75 0 0 693 0 0	220	100 11 7
369	Newcastle-under-Lyne, St. Patrick's R. 9	- - -	274 60	100 1 10 13 17 9
370	Newchapel - N.	152 0 0		
366	Norbury - N.	52 6 8		
368	Normacot - N. 10	- - -	102	47 7 2
371	Northwood - N. 5	775 17 6	331	160 2 0
372	Norton-in-the-Moors - N. 5	109 17 0	123 13	42 19 4 3 9 8
378	NortonCanes N. 3	153 10 0	98	3 10 0
373	Oakamoor - N.	196 0 0		
382	Ocker Hill - N. 10	615 0 0	255 16	138 13 2 4 1 8
377	Ogley Hay, St. James' - N. 11	598 18 0	—	*a*
377	Ogley Hay, (Brownhills) St. Thomas Ch. 11	81 0 0	70	30 7 2
382	Old Hill, Methodist New Connexion - 1	- - -	89	30 13 11
368	Oulton - - N. 10	142 0 0	38	13 2 8
380	Pelsall - - N. 3	152 0 0	128	68 17 8
380	Pelsall - - B.	*100 0 0		
380	Pelsall - - W. 3	- - -	170	80 5 0
380	Pelsall, Heath End - - W. 3	- - -	52	7 7 5
371	Penkhull, St. Thomas's - N. 4	385 10 10	237 22	107 17 10 6 18 4
378	Penkridge - N. 3	- - -	192	73 6 6
379	Penn, St. Philip N. 11	- - -	72	35 5 6
383	Pensnett, Boys and Girls - N. 5	735 0 0	217 20	169 16 3 10 2 4
383	Pensnett, Infants - - N.	70 1 6	161	85 5 6
383	Pensnett - B. 4	- - -	47	17 0 10
380	Pleck and Bescott - N. 2	542 18 8	213 36	107 3 6 10 13 4
383	Quarry Bank N. 7	302 0 0	74	27 14 5
374	Rocester - N. 9	122 0 0	85	42 17 4
375	Rollestone - Ch. 11	- - -	62	31 16 4
367	Ronton - N. 2	37 6 8	27	12 3 4
382	Rowley Regis N. 7	218 0 0	189 37	111 8 6 10 17 1
377	Rugeley, Prince of Wales' - N. 2	274 15 0	70 27	 *b*
377	Rugeley, St. Etheldreda's R.			
377	Rugeley - W.	*c*		
380	Rushall - N. 3	160 0 0	48	17 8 5
380	Rushall Butts N. 3	294 15 0	117	23 17 1
368	Sandon - N. 10	- - -	—	*a*
382	Sedgley (Catchem's Corner) - N.	*175 0 0		
382	Sedgley (Straits and Can Lane) N.	*130 0 0		
371	Shelton, Ashley St. 5	- - -	66	31 9 10
371	Shelton, Granville - - N. 4	- - -	337 59	181 12 4 17 7 6
371	Shelton, St. Mark's - N. 5	*195 0 0 105 0 0	304	102 7 5
	" "			
377	Shenstone - N. 11	*97 0 0 445 0 0	69	32 13 10
357	Sheriff Hales, Duke of Sutherland's 11	- - -	71	40 19 8
379	Short Heath (Willenhall) W. 3	- - -	54	26 18 6
370	Silverdale - N. 4	507 15 9	320	153 14 0
372	Smallthorne N. 3	67 10 0	161 20	53 11 9 7 3 4
393	Smethwick - N. 3	374 0 0	323 46	188 17 0 11 15 0
393	Smethwick (Chance's) - N. 3	- - -	445 114	228 9 2 40 16 8
393	Smethwick, Old Church Ch. 3	- - -	90	39 10 2
393	Smethwick - R.	220 0 0		
393	Smethwick, St. Matthew's N. 3	398 19 0	391 31	209 11 2 10 5 10
393	Smethwick - W. 3	390 0 0	113	55 4 4
370	Sneyd - - N. 6	342 10 0	205	113 8 10
367	Stafford - B. 4	*150 0 0	175	80 1 6
367	Stafford, Ch. Ch. - - N. 10	- - -	219 24	93 8 10 7 16 8
367	Stafford, Eastgate St., Infts. 10	- - -	79	29 0 2
367	Stafford, St. Augustine's R. 9	- - -	98	61 15 8
367	Stafford, St. Mary's - N. 10	989 0 0	340	131 17 6
367	Stafford, St. Patrick - R. 9	- - -	155	72 5 9
371	Stoke-upon-Trent - N. 5	- - -	476 85	249 12 0 28 9 2
371	Stoke-upon-Trent, Boothen Branch - 5	- - -	129 13	62 6 0 4 5 10
371	Stoke-upon-Trent, Cliffe Vale - 5	- - -	148	68 13 4
371	Stoke-upon-Trent, Mount Pleasant Branch, Mixed 5	- - -	148 26	62 16 11 8 13 0
368	Stone, Ch. Ch. N. 10	412 0 0	276 9	118 4 3 3 17 6
368	Stone - P. 10	791 0 0	123	57 10 8
368	Stone, St. Ann's - - R.			
377	Stowe, Lichfield Endowed - Ch.	40 0 0		
375	‡Stretton - N.		36	20 9 10
379	Swindon - N. 5	- - -	12	2 6 3
368	Swynnerton Ch.			
369	Talk-o'-the-Hill - - N. 9	*130 0 0 56 6 0	145	65 15 6
	" " "			
369	Talk-o'-the-Hill (Butt Lane) - N. 9	230 10 0	78 14	36 13 10 5 11 8
369	Talk-o'-the-Hill, New Road - W. 5	- - -	83 43	30 0 3 16 5 10

a Due, but not paid. *b* Refused under Article 52 *d*. *c* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
376	Tamworth - N. 11	206 10 4	*b*	*a*10 0 0
376	Tamworth (Glascote) Mixed - N. 11	291 12 0	96	47 14 8
376	Tamworth (Sir R. Peel's), (Endowed) 11	- - -	63	39 1 4
373	Tean - - B. 11	- - - *c*	124 19 124 17	68 1 4 4 19 2 81 6 8 5 19 2
379	Tettenhall - N. 10	191 7 2	226	130 0 10
379	Tettenhall, Infants - N. 10	- - -	—	*a*
379	Tettenhall Wood, Mixed Infants - N. 10	- - -	71	32 15 0
381	Tipton, Great Bridge - W. 3	1,048 0 0	260	143 3 2
382	Tipton, St. John's - N. 10	- - -	151	86 13 0
382	Tipton, St. Martin's - N. 10	794 0 0	231 24	122 3 4 8 10 0
382	Tipton, St. Paul's, Mixed N. 10	- - -	153	80 7 10
382	Tipton, St. Paul's, (Girls), Ch.			
382	Tipton, St. Paul's, Infants - N. 10	- - -	131	61 3 3
382	Tipton - W. 3	- - -	198	95 16 4
368	Tittensor - N. 1	- - -	43	21 3 4
367	Tixall - - Ch. 6	- - -	35	12 18 4
371	Trent Vale - N. 4	125 0 0	109 15	61 5 0 5 10 10
379	Trysull, Endowed - 5	- - -	64	28 0 0
370	Tunstall - N. 5	*300 0 0 70 0 0	338 57	181 10 6 18 2 6
370	Tunstall, St. Mary's - N. 5	281 10 3	184 15	69 5 1 3 12 6
370	Tunstall W. 11	- - -	258	145 18 0
375	Tutbury, (Wakefield Charity) Endowed, Boys (Free) - Ch. 11	142 0 0	92 65	46 3 10 22 19 2
375	Tutbury, Girls - Ch. 11	- - -	147 *c*146	80 3 2 74 1 4
374	Uttoxeter - N. 9	258 12 0	227 22	98 11 4 6 0 0
374	Uttoxeter - W. 11	- - -	92	39 15 4
377	Wall - - N. 11	153 10 0	33	14 5 4
380	Walsall, Blue Coat - - N. 3	1,760 0 0	572	294 9 6
380	Walsall, St. Matthew's, N.	173 0 0		
380	Walsall, St. Mary's - R. 9	- - -	152 21	78 7 10 10 12 6
380	Walsall, St. Patrick's - R. 9	- - -	360 40	198 9 8 16 5 0
380	Walsall, St. Peter's (Birchills) N. 1	344 0 0	148 13	74 1 0 3 0 10
380	Walsall, St. Peter's (John St.) - N. 1	34 10 8	304 48	145 7 8 21 11 8
380	Walsall, St. Peter's, Infants - - N.	103 7 6	241	101 11 2
380	Walsall - W. 3	1,305 5 0		
380	Walsall Wood N. 3	515 0 0	92	45 11 0
378	Water-Eaton Ch. 3	- - -	35	19 11 2
381	Wednesbury B. 4	- - -	212 45	128 18 0 15 17 6
381	Wednesbury, Girls - B. 4	- - -	65	31 4 10
381	Wednesbury, Holyhead Road - W. 4	- - -	172 10	81 8 4 3 5 0
381	Wednesbury, St. Bartholomew's - N. 4	327 13 2	337	177 1 10
381	Wednesbury, St. James' - N. 4	247 0 0	341 32	177 0 8 9 8 2
381	Wednesbury, St. John's - N. 4	252 5 0	310 101	165 19 10 41 12 6
381	Wednesbury W. 4	- - -	187	81 18 8
379	Wednesfield N. 10	319 0 0	148 29	78 3 6 11 2 6
379	Wednesfield B.	*75 0 0		
379	Wednesfield Heath - N. 10	270 0 0	107 48	54 6 4 14 8 4
379	Wednesfield Heath - W. 1	295 5 0	135	60 3 2
371	Wellington (Hanley) - N. 5	345 6 3	207	95 19 0
371	Wellington (Hanley) Eastwood ValeBranch 5	- - -	97	46 19 10
373	Wetley Rocks N. 9	120 0 0	65	29 4 2
377	Whittington Ch.	105 10 0		
376	Wiggington N. 2	- - -	57	29 11 7
379	Willenhall, Little London - - B.	150 0 0		
379	Willenhall, Primitive Methodist -	*125 0 0		
379	Willenhall, St. Ann's N. 10	537 0 0	165	80 10 2
379	Willenhall, St. Giles' - N. 10	351 0 0	71 *c*71	28 14 6 25 17 2
379	Willenhall, Holy Trinity - - N. 10	535 0 0	86	29 2 6
379	Willenhall - W. 3	- - -	124	44 5 10
375	Winshill, Holy Trinity - N.	60 0 0		
370	Wolstanton - N. 4	201 15 0	188	77 18 2
379	Wolverhampton, Blue Coat - - Ch. 1	39 0 0		
379	Wolverhampton, Chillington Co.'s - N. 11	- - -	213 21	110 0 4 6 10 10

a Due, but not paid. *b* Paid under Article 90[1] (1). *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
379	Wolverhampton, Ch. Ch. 11	- - -	110	58 16 0
379	Wolverhampton, Green Street Congretational Chapel - 1	- - -	160	70 16 0
379	Wolverhampton, Ragged -	462 15 0	209	93 9 8
379	Wolverhampton, St. George's - N. 11	577 12 6	*a* 36	9 11 8
			262	125 15 2
			29	9 19 2
379	Wolverhampton, St. George's Branch - N. 11	255 0 0	125	39 7 3
			*a*195	89 14 8
			21	5 7 6
379	Wolverhampton, St. James' - N. 11	363 15 0	259	112 5 2
			39	10 9 2
379	Wolverhampton, St. James, Causeway Lake - 11	- - -	92	37 12 0
379	Wolverhampton, St. John's - N. 10	*260 0 0	303	144 4 0
	" "	283 2 6	30	7 18 4
379	Wolverhampton, St. John's (Steelhouse Lane), Infant - 10	- - -	107	35 14 2
379	Wolverhampton, St. Joseph's - R. 10	- - -	124	41 14 6
379	Wolverhampton, St. Luke's (Blakenhall), New) Ch. 11	- - -	*b*	*c*3 0 0
379	Wolverhampton, St. Mark's - N. 11	325 0 0	192	79 9 4
			27	9 5 10
379	Wolverhampton, St. Mary's - N. 11	401 0 0	*a*202	90 15 4
			186	80 19 4
379	Wolverhampton (Snow Hill), St. Mary's, Boys - R. 10	- - -	44	*d*
379	Wolverhampton, St. Mary's, G. and I. - R. 10	- - -	107	66 3 11
379	Wolverhampton, St. Matthew's N. 11	200 0 0	253	129 6 0
			39	12 12 6
379	Wolverhampton, St. Patrick's and St. George's, Girls' - R. 10	160 0 0	292	129 19 4
379	Wolverhampton, St. Paul's - N. 11	451 0 6	—	*b*
379	Wolverhampton, St. Peter's, Collegiate - N. 11	703 5 0	425	248 2 6
			52	26 8 4
379	Wolverhampton, St. Peter's and St. Paul's - R. 10	- - -	291	55 7 11
379	Wolverhampton, St. Peter's, Whitmore Rean's N. 11	320 0 0	148	71 0 0
379	Wolverhampton, Snow Hill, Congregational 3	*500 0 0	174	89 15 8
379	Wolverhampton - - W. 3	1,095 0 0	198	103 7 0
379	Wombourn - N. 5	686 14 0	93	44 11 2
			7	2 2 6
379	Wombourn Swindon - Ch.	187 1 3		
369	Woodlane - Ch. 9	- - -	98	43 2 11
383	Wordsley - N. 6	258 0 0	292	127 14 4
			29	12 14 2
378	Wyrley, Great N. 3	- - -	85	41 8 2
377	Yoxall - - N.			
	SUFFOLK.			
212	Acton - - P.			
224	Aldeburgh - N. 10	- - -	190	106 2 2
223	Alderton - N. 10	225 0 0	59	26 19 10
225	Aldringham N.	40 0 0		
212	Alpheton - N.	48 0 0		
212	Assington - Ch. 3	- - -	61	31 0 2
218	Bacton - Ch.			
249	Barnham, St. Gregory's - N. 3	- - -	66	35 0 10
			21	6 17 6
249	Barningham Ch. 3	120 13 4	37	15 18 7
214	Barrow - N.	114 0 0		
223	Bawdsey - N.	105 15 0		
220	Baylham - N. 11	210 10 0	18	2 9 2
			7	2 1 3
226	Beccles - N. 2	*125 0 0	166	96 12 9
	"	263 0 0		
226	Beccles - E. 10	*150 0 0		
	"	39 0 0	104	74 1 6
219	Bedfield - N.	132 0 0		
227	Belton - N. 2	282 3 0	76	36 10 0
224	Benhall - N. 10	- - -	84	20 9 4
221	Bentley - N. 12	295 4 0	68	34 9 6
			11	2 17 6
213	Bildeston - Ch. 4	244 6 11	106	60 15 4
224	Blaxhall - N. 7	- - -	57	21 7 11
227	Blundeston - N. 1	66 10 0	89	51 7 6
213	Boxford - N. 3	111 6 0	123	35 4 11
			19	4 7 10
213	Boxford - B.			
227	Bradwell - N. 2	90 0 0		
220	Bramford - N. 6	353 16 0	129	56 16 6
249	Brandon - N. 3	53 0 0	92	42 0 10
221	Brantham - P.	122 0 0		
223	Bredfield - N.	80 0 0		

a For two years. *b* Due, but not paid. *c* Additional grant for 1868. *d* Refused under Article 51*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants paid (within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
218	Brome and Oakley - N. 11	- - -	44	5 19 6
223	Bromeswell - N.	50 0 0		
223	Bucklesham N.	67 10 0		
226	Bungay - N. 2	*181 7 0	166	91 19 10
	" "	44 5 0	11	3 14 2
	" "		162	118 13 0
226	Bungay - B. 10	*150 0 0	14	5 0 0
212	Bures, St. Mary's - N. 4	*58 0 0	146	77 12 4
	" "	342 10 0	20	6 3 4
212	Bures, St. Mary - B. 10	- - -	49	21 0 11
227	Burgh Castle N. 2	205 0 0	35	16 9 2
			10	2 0 0
215	Bury St. Edmund's, St. James' - N. 5	500 0 0	312	147 10 6
215	Bury St. Edmund's, St. John's Infant - N. 5	- - -	107	46 9 7
215	Bury St. Edmund's, St. Mary's - P. 5	- - -	97	38 15 6
215	Bury St. Edmund's, St. Mary's, Infants' - *a*			
224	Butley - N.	80 0 0		
224	Campsea Ashe Ch. 7	- - -	31	13 4 4
221	Capel, St. Mary's - N.	225 0 0		
227	Carlton Colville - N. 1	60 0 0	90	46 4 0
212	Cavendish - N. 3	213 6 0	92	40 11 7
221	Chelmondiston N. 11	280 0 0	114	60 10 0
			24	7 6 8
214	Chevington - N.	144 0 0		
211	Clare - Ch. 4	422 0 0	102	46 8 7
213	Cockfield - N. 4	229 4 0	75	38 17 0
224	Coddenham, Endowed - 7	111 0 0	48	*b*
221	Copdock and Washbrook N.	50 0 0		
211	Cowlinge the College -	201 16 8		
224	Cransford - N. 7	97 4 0	28	17 1 6
225	Cratfield - Ch. 10	- - -	31	1 18 2
223	Dallinghoe and Charsfield - N. 11	146 0 0	50	17 9 7
223	Debach - N.	113 0 0		
220	Debenham - N. 11	*70 0 0	69	44 18 0
			33	20 5 0
217	Drinkstone - N. 5	220 0 0	19	6 14 2
217	Elmswell - N. 3	- - -	75	37 17 6
221	Erwarton - N.	*27 0 0		
218	Eye - - N. 7	250 0 0	132	59 13 6
			26	6 18 4
224	Eyke - - P. 10	276 0 0	76	36 9 4
223	Falkenham - Ch. 10	- - -	103	58 16 10
216	Freckenham N.	30 5 0		
219	Fressingfield N. 11	123 0 0	92	44 18 6
227	Fritton - N.	45 0 0		*c*
189	Gazeley - N.	34 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
224	Glenham, Little - Ch. 10	- - -	54	26 19 10
227	Gorleston and Southtown N. 2	278 0 0	264	95 13 2
213	Hadleigh - N. 5	174 0 0	105	42 15 0
213	Hadleigh - B.	*200 0 0		
	" "	31 3 4		
225	Halesworth - N. 10	129 4 0	324	166 0 10
			10	3 3 4
221	Harkstead - N. 7	87 3 9	46	19 10 0
211	Haverhill - B. 4	- - -	66	29 1 10
212	Hawkedon - N.	80 0 0		
220	Helmingham Ch. 6	- - -	130	35 18 8
225	Henham and Wangford - N. 11	436 0 0	102	52 13 0
220	Henley - N.	*42 0 0		
249	Hepworth - N. 10	36 6 8	28	5 19 5
217	Hessett - N. 3	121 10 0	50	22 9 0
225	Heveningham Ch. 10	137 0 0	53	13 15 0
221	Hintlesham - N.	23 0 0		
213	Hitcham - N. 4	80 0 0	87	32 14 10
			18	4 8 4
221	Holbrook - N. 12	581 8 0	72	32 11 2
225	Holton - N. 10	184 0 0	46	14 19 2
224	Hoo and Letheringham - N. *d*	40 0 0		
249	Hopton by East Harling N. 3	258 18 0	49	*b*
227	Hopton by Lowestoft - N. 2	63 15 0	50	18 16 1
219	Horham - N.	121 0 0		
214	Hormingsheath N. 3	- - -	92	45 8 6
			33	10 12 6
219	Hoxne and Denham - N. 11	- - -	83	47 16 8
226	Ilketshall, St. Margaret's N.	30 0 0		
222	Ipswich - B. 4	566 12 8	417	229 19 2
222	Ipswich - U.			
222	Ipswich, Nottidge, Infts. N. 6	- - -	93	42 16 2
222	Ipswich, St. Clement's and St. Helen's N. 7	540 19 2	501	234 2 3
222	Ipswich, St. John's, California - N. 6	177 13 9	111	35 13 2
222	Ipswich, St. Margaret's N. 7	172 0 0	185	98 19 8
222	Ipswich, St. Mary Stoke Ch. 7	- - -	116	36 1 2
			28	9 0 0
222	Ipswich, St. Matthew's (District) - N. 6	993 0 0	426	218 15 4
222	Ipswich, St. Peter's - N. 7	675 0 0	214	100 0 0
			64	19 13 4
222	Ipswich, Holy Trinity - N. 7	360 17 4	293	155 0 6
222	Ipswich, Wykes Bishop St. - W. 4	- - -	79	16 15 7
214	Ixworth - N. 4	50 0 0	120	60 7 4
			15	3 10 10
223	Kesgrave - N. 6	- - -	164	96 8 4
227	Kessingland N. 2	- - -	69	34 18 2
213	Kettlebaston N.	*37 0 0		

a Removed from inspection. *b* Refused under Article 52 *d*. *c* See Wheatacre Union of Schools, Norfolk.
d School not in existence.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargements, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
213	Lavenham - N. 4	*100 0 0	77	26 1 9
	" - "	100 0 0		
213	Lavenham - B. 7	- - -	137	88 8 6
219	Laxfield - N.	80 0 0		
225	Leiston - N. 1	238 3 6	88	43 16 10
227	Lowestoft (Annot's) - N. 2	6 13 4	100	36 16 10
227	Lowestoft, Girls - N. 2	254 10 0	145	65 10 10
227	Lowestoft, St. John's - N. 2	25 3 0	316	137 0 10
227	Lowestoft, St. John's Infts. N. 2	129 4 6	40	9 6 8
227	Lowestoft, Upper, Inft. - 2	- - -	98	44 6 6
227	Lowestoft (Wylde's) - N. *a*			
212	Melford, Long N. 4	793 10 0	199	92 16 5
212	Melford, Long, Bridge St. - Ch. 4	- - -	28	10 13 4
212	Melford, Long B. 10	- - -	26	10 6 7
223	Melton - - N. 10	122 9 10	60	28 4 10
218	Mendlesham Ch. 5	- - -	69	31 18 4
216	Mildenhall, Sir C. Bunbury's, Boys' - - 10	- - -	77	34 5 2
216	Mildenhall, Sir C. Bunbury's, Girls' - - B. 10	- - -	67	43 7 10
216	Mildenhall, West Row - N. 3	45 2 4	6	1 8 4
212	Nayland - N. 11	- - -	32	12 6 10
220	Needham, Market - N. 11	- - -	141	82 14 10
220	Needham, Market - B. 11	- - -	18	6 6 8
189	Newmarket, St. Mary's - N. 3	250 0 0	75	45 10 6
212	Newton - N.	*50 0 0	106	23 14 5
217	Norton, St. Andrew's - N.	*50 0 0	85	14 3 11
224	Orford, Crown and Castle Lane - - 4	- - -	82	34 9 5
227	Pakefield - N.	247 10 0	103	48 1 4
214	Pakenham - Ch. 3	- - -	40	6 11 2
218	Palgrave - N. 5	- - -		
224	Parham - N.	37 0 0		
211	Poslingford - N.	32 0 0		
213	Preston, St. Mary's - N. 4	166 17 8	41	10 14 9
214	†Rede - - P.			
218	Redgrave and Botesdale - N. 5	134 0 0	74	29 12 1
224	Rendham - N.	67 0 0		
224	Rendlesham N. *a*			
217	Rickinghall - N. 3	237 10 0	118	62 18 10
			24	7 2 0
214	Risby - - Ch. 4	132 10 0	60	5 14 6
225	Rumburgh and St. Michael's N. 10	120 0 0	59	27 1 10
223	Rushmere, St. Andrew's - N. 7	80 0 0	63	30 9 6
224	Saxmundham N. 10	- - -	128	66 5 10
221	Shotley - N. 10	26 10 0	64	21 7 11
224	Snape - - N. 10	- - -	76	34 1 10
227	Somerleyton Ch. 2	- - -	52	25 10 11
227	Somerleyton B. 10	- - -	18	6 2 10
225	Southwold - N. 1	739 1 0	80	57 8 9
211	Stoke by Clare N. 4	211 16 0	220	113 14 0
212	Stoke by Nayland - - N. 3	- - -	25	7 2 6
220	Stonham Aspal N. 6	71 0 0	95	46 13 8
217	Stowmarket B. 4	- - -	80	38 6 10
217	Stowmarket with Stow-Upland - N. 5	*75 0 0	47	31 6 6
217	Stow Upland N. 5	- - -	103	52 14 2
219	Stradbroke, Lower School Ch. 11	157 15 0	283	132 12 10
			76	40 5 6
			187	64 4 10
			27	8 4 2
			b 208	77 18 10
			37	11 4 7
221	Stratford, St. Mary's - N. 11	91 10 0	37	16 15 0
212	Sudbury, All Saints' - N.	397 0 0		
212	Sudbury - B. 10	536 5 0	419	213 1 8
212	Sudbury, St. Gregory and St. Peter - N. 7	49 3 9	88	42 7 10
			25	9 0 10
223	Sutton - - N.	240 0 0		
221	Tattingstone N.	54 0 0		
225	Theberton - N.	*33 0 0		
218	Thorndon Reformatory.			
218	Thornham, Great and Little - N. 5	- - -	59	19 7 0
			16	4 10 0
218	Thrandeston N. 12	65 5 0	26	12 3 10
			9	3 9 2
217	Thurston - N.	88 2 6		
223	Tuddenham N. 11	145 5 0	64	25 16 2
225	Uggeshall - N.	70 0 0		
212	Waldingfield, Great - - N. 4	88 17 6	88	43 12 10
217	Walsham-le-Willows - N.	68 0 0		
223	Walton-cum-Felixstowe N. 10	86 0 0	111	50 1 2
			16	5 16 8
217	Wattisfield - P.	84 18 9		
213	Wattisham - N.	*29 0 0		
214	Welnetham, Great - N.	66 16 8		
214	Welnetham, Little - N.	27 0 0		
225	Westhall - N.	273 12 0		
225	Westleton - N. 1	213 5 4	95	47 15 10
218	Wetheringsett Ch. 5	309 3 0	64	36 3 0
			16	5 11 8
219	Weybread - N. 11	100 0 0	96	38 2 2
211	Wickhambrook N.	*40 8 0		
224	Wickham Market - N. 11	77 0 0	114	53 8 0
			35	12 2 6
224	Wickham Market - B.	*55 0 0		
218	Wickham Skeith - N.	45 0 0		

a Removed from inspection.

b For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
225	Wissett - N.	50 0 0		
211	Withersfield Ch. 4	103 10 0	62	29 2 10
223	Witnesham Ch. 6	65 0 0	70	35 1 2
223	Woodbridge N.			
223	Woodbridge B.	175 0 0		
217	Woolpit N.	*60 0 0		
211	Wratting, Little - N.	30 0 0		
225	Wrentham - N. 1	*131 0 0	99	33 18 4
225	Wrentham - B.	*65 0 0		
	" "	44 10 0		
225	Yoxford - N.	*100 0 0		
	SURREY.			
46	Addington - N. 5	- - -	68	37 10 0
88	Addlestone - Ch. 4	- - -	157	97 13 4
30	Albury - N. 5	*60 0 0	133	80 18 8
			15	4 12 6
32	Balham, St. Mary's - Ch. 3	760 0 0	119	67 9 2
29	Bankside, Boys R. 2	- - -	115	52 16 4
29	Bankside, Great Guildford St., Girls - - R. 2	- - -	164	56 17 2
37	Banstead - - N. 6	375 0 0	98	56 1 10
			26	8 5 0
48	Barnes - N. 7	- - -	154	63 17 6
32	Battersea, Ch. Ch. - - N. 10	712 5 0	361	161 13 10
			b 27	9 12 6
			377	128 12 0
			36	9 11 8
32	Battersea (Practising) P. 6	200 0 0		
32	Battersea, Girls and Infants N.	351 0 0	475	105 2 6
32	Battersea Grove B. 10	286 0 0	142	59 9 4
32	Battersea Park, Ch. Ch. - Ch. 1	195 6 10	184	63 5 8
			a 182	46 6 3
32	Battersea (Plough Lane), Girls B. 10	107 0 0	178	80 19 0
32	Battersea Fields, St. George's N. 6	1,550 0 0	495	192 16 0
32	Battersea Fields, St. George's, New St., Infants - Ch. 6	- - -	135	52 0 4
32	Battersea Rise, St. Mark's - 6	- - -	67	30 1 2
32	Battersea, St. John's - N. 10	653 17 1	365	172 5 4
			70	25 5 0
46	Beddington and Wallington N. 4	160 0 0	75	47 5 4
37	Benhilton - N. 10	- - -	101	52 2 0
28	Bermondsey, Ch. Ch. - N. 6	300 0 0	211	121 10 2
28	Bermondsey, Dock Head R. 4	- - -	20	7 0 0
			149	76 15 7
28	Bermondsey, Great George Street - B. 10	*225 0 0	219	134 17 10
28	Bermondsey, St. James' (Spa Road) N. 2	440 0 0	288	116 9 0

a For two years.

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	SURREY—*cont.*	£ s. d.		£ s. d.
28	Bermondsey, St. Mary's (Grange Walk) P. 9	- - -	129	69 18 8
28	Bermondsey, St. Mary Magdalene's (Grange Walk), Infants - N. 9	156 15 0	222	110 11 3
28	Bermondsey, St. Paul's - N. 9	590 0 0	446	213 7 2
28	Bermondsey (Star Corner) N. 9	- - -	256	116 0 0
38	Bisley - N.	70 0 0		
29	Blackfriars Road, Ch. Ch. (Green Walk) - N.	*228 0 0		
45	Blindley Heath - N.	82 10 0		
37	Bookham, Great - N. 5	- - -	159	93 12 6
			26	8 10 0
29	Borough Road, Model - B. 10	500 0 0	673	320 6 0
42	Bramley - N. 5	- - -	105	69 8 6
32	Bridgefield Infants - N. 10	- - -	88	41 6 4
31	Brixton, East, Herne Hill Rd., St. Saviours Ch. 10	- - -	93	25 19 10
31	Brixton, Effra Road - - B. 3	- - -	48	20 19 8
31	Brixton Hill, Boys - - B. 12	*90 0 0	64	41 17 2
31	Brixton Hill, Girls - - B. 12	- - -	98	58 12 8
31	Brixton Hill, Grove Hill Reformatory.			
31	Brixton Hill W. 12	- - -	103	65 10 2
31	Brixton, North, Ch. Ch. - N. 9	581 0 0	153	74 16 10
31	Brixton, North, St. John's (Angel Town) - N. 2	741 15 0	202	104 8 6
			16	5 5 0
29	Broadwall - N. b	50 0 0		
44	Brockham, Home and Industrial			
44	Brockham - N. 6	- - -	37	8 11 8
			16	2 17 6
44	Buckland - N. 7	- - -	42	20 5 0
44	Burstow District - Ch.	277 0 0		
38	Byfleet - N.	418 15 6		
33	Camberwell, Camden District - N. 10	736 0 0	497	258 9 0
33	Camberwell, Ch. Ch. - N. 5	271 10 0	371	162 15 6
33	Camberwell, Ch. Ch. Ragged and Industrial - -	361 0 0		

b School not existing.

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	SURREY—*cont.*	£ s. d.		£ s. d.
31	Camberwell (Crawford Street), Cold Harbour Lane - B. 10	547 2 6	272	138 11 6
33	Camberwell (Denmark Hill), St. Matthew's, Boys - - N. 6	- - -	108	68 8 0
33	Camberwell (Denmark Hill), St. Matthew's, Girls - - N. 2	- - -	121	72 17 4
33	Camberwell (Denmark Hill), St. Matthew's, Infants - N. 2	- - -	167	79 7 6
33	Camberwell, Emmanuel N. 1	434 11 3		
33	Camberwell, Free Ch. 10	- - -	100	56 15 4
33	Camberwell, Green Coat N. 10	- - -	338	189 14 8
33	Camberwell (Leipsic Road) - B. 10	*100 0 0	133 a159	57 16 0 66 6 8
33	Camberwell, St. George's N. 10	- - -	361	187 16 2
33	Camberwell, St. Giles' - Ch. 11	- - -	151	79 6 0
43	Capel - - Ch. 6	- - -	56	36 15 0
37	Carshalton - N. 4	- - -	125 17	58 6 8 4 14 2
37	Carshalton - B. *b*			
37	Cheam and Cuddington N. 4	172 0 0	105 20	57 18 4 6 16 8
38	Chertsey - N.	140 0 0		
38	Chertsey - U.			
37	Chessington and Hook - N.	21 0 0		
42	Chiddingfold N.	*30 0 0 173 7 6		
38	Chobham, St. Laurence Ch. 4	- - -	84	58 9 5
38	Chobham, Valley End Ch. 4	271 0 0	58	21 3 5
39	‡Clandon, West N.			
32	Clapham, Acre Square, Free 3	- - -	145	77 4 4
32	Clapham, All Saints' - N. 3	- - -	289	145 8 4
32	Clapham (Bowyer's), St. John's - N. 6	224 0 0	200	107 5 4
32	Clapham, Boys P. 6	*180 0 0	130	69 9 4
32	Clapham, Ch. Ch., Girls - P. 3	- - -	55	24 2 8
32	Clapham, Ch. Ch., Infant 3	- - -	51	20 14 4
32	Clapham, St. James' - N. 5	1,074 0 0	250	143 2 8
32	Clapham, St. John's, James' St., Infants Ch. 6	- - -	105	33 1 0
32	Clapham, St. Mary's - R. 4	- - -	223 36	140 9 4 13 5 0
32	Clapham, St. Paul's (Wandsworth Road), Cottage Sch. *c*			
32	Clapham (Wandsworth Road), Commercial Ch. 10	- - -	128 36	61 5 10 8 5 0
32	Clapham (Wirtemburg Place) - B. 10	352 5 0	312	151 7 6
47	Claygate - N. 7	*30 0 0	54	40 10 0
37	Cobham - N.			
43	Coldharbour N.			
43	Coldharbour, Infant - N.			
39	Compton - N.	32 0 0		
42	Cranleigh - N. 6	117 0 0	109 16	59 17 6 5 10 0
45	Crowhurst - N. 7	123 8 9	32 6	21 15 0 2 5 0
46	Croydon (Archbishop Tenison's) Ch. 3	- - -	141	*d*
46	Croydon - B. 10	460 14 0	463	230 10 0
46	Croydon, Ch. Ch. - - N. 3	788 11 3	313	166 14 4
46	Croydon, Girls and Infants - N. 10	- - -	219	89 8 8
46	Croydon, St. Andrew's - N. 3	340 3 0	122	60 16 10
46	Croydon, St. James' - N. 3	651 5 0	301	151 15 4
46	Croydon, St. Mary's - R. 11	- - -	128	67 4 11
46	Croydon, St. Peter's, Infr. Ch. 3	444 0 0	88	36 16 2
46	Croydon - W. 10	- - -	90	48 3 4
46	Croydon (Whitgift's), Boys - - N. 10	- - -	203	*e*
43	Dorking - B. 4	130 0 0	99	56 11 2
43	Dorking, St. Martin's - N. 11	365 19 8	211	123 7 8
43	Dorking, St. Paul's District - - N. 11	550 0 0	174	107 7 0
33	Dulwich - Ch.	188 15 0		
33	Dulwich, East, St. John's District - N. 11	- - -	83	42 1 4
43	Effingham - N. 5	285 0 0	45	26 3 6
131	Egham - Ch. 11	- - -		*f*
42	Elstead - N. 5	102 5 0	62 17	40 17 6 5 5 10
42	Elstead - B.			
131	Englefield Green - N. 9	522 12 6*a*	167 15 161 15	75 18 10 1 17 6 72 19 0 5 10 0

a For two years. *b* Now a private adventure school and removed from inspection.
c Forms part of Clapham, Wandsworth Road, Commercial Sch. *d* Refused under Article 52 *a* and *d*.
e No grant claimed. *f* Due, but not paid.

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	SURREY—*cont.*	£ s. d.		£ s. d.
37	Epsom - N. 4	29 0 0	160 *a*	
37	Epsom, Inft. N. 4	- - -	113	47 18 8
47	Esher - N. 2	996 0 0	163	85 5 4
			13	4 2 6
37	Ewell - N. 5	849 8 0	143	63 4 8
				*b*20 0 0
42	Ewhurst - N. 6	125 0 0	54	25 6 0
39	Farncombe - N. 5	845 2 6	266	†53 14 2
			34	12 10 0
40	Farnham - N. 5	1,059 0 0	162	81 19 8
40	Farnham - B.	*100 0 0		
37	Fetcham - Ch. 5	- - -	48	33 2 0
			21	7 0 10
40	Frensham - Ch. 5	- - -	72	24 19 2
			20	6 16 8
40	Frimley - N. 7	260 10 0	81	43 6 4
39	Godalming - N. 5	308 9 6	180	101 4 2
39	Godalming - B. 4	135 0 0	112	71 18 6
45	Godstone - N. 7	608 0 0	138	61 3 2
			26	8 13 4
39	Guildford - B. 4	*100 0 0		
	" - "	228 0 0	90	45 9 0
39	Guildford, St. Mary's and Trinity - N. 5	164 0 0	296	187 16 8
39	Guildford, St. Nicholas' - N. 5	277 11 8	256	161 18 4
40	Hale District Ch. 11	- - -	201	83 8 8
47	Ham, Boys - N. 7	*90 0 0	39	24 4 0
	" - "	100 0 0		
47	Ham, Girls - N. 7	- - -	37	18 2 10
42	Hascombe - Ch. 5	- - -	36	31 8 4
			17	5 9 2
35	Hatcham, St. James' - N. 12	533 0 0	242	119 3 6
33	Herne Hill, St. Paul's (Camberwell) - Ch. 3	- - -	107	56 1 8
38	Hersham - N. 11	145 0 0	55	28 4 0
43	Holmwood - N.	185 0 0		
47	Hook, St. Paul's - N. 4	137 14 0	42	22 2 0
44	Horley Row N.	*115 0 0		
38	Horsell - N. 4	184 0 0	91	63 1 3
			8	3 0 0
31	Kennington, East (Bolton Street) - N. 2	610 0 0	323	141 12 10
31	Kennington, Esher St. - B. 10	- - -	139	56 2 11
31	Kennington Oval - N. 11	59 10 0	— *c*	
31	Kennington (Regency Place) - N. 2	143 3 4	220	33 3 4
			15	1 17 6
31	Kennington, South, St. Barnabas - N. 2	300 0 0	138	64 2 8
31	Kennington (South), St. Barnabas, Girls - N. 2	130 0 0	182	86 7 4
33	Kent Road - B. 12	- - -	331	161 14 10
33	Kent Road, Old, John Street - W. 11	- - -	131	61 17 10
			171	90 19 6
	SURREY—*cont.*	£ s. d.		£ s. d.
29	Kent Road, Ragged and Industrial.			
47	Kent Town, St. Paul's (East Moulsey) - N. 4	166 0 0	63	33 16 4
48	Kew, The Queen's - 7	- - -	67	20 6 5
47	Kingston-on-Thames, Public Free - 11	- - -	229	109 9 5
47	Kingston Vale, Robin Hood 7	- - -	29	17 2 10
44	Kingswood - Ch. 6	- - -	55	25 14 4
31	Lambeth, All Saints - Ch. 12	446 0 0	138	57 11 10
31	Lambeth (Archbishop Tenison's), High Street, Girls - N.	29 0 0		-
31	Lambeth, Belvidere Crescent Reformatory.			
31	Lambeth Chapel (China Terrace) - W. 11	- - -	—	*c*
31	Lambeth, George Street - B. 11	428 11 1	214	90 8 0
31	Lambeth (65, High Street), Free Evening	*e* 42 14 0		
31	Lambeth (Norwood) U.			
31	Lambeth, Ragged - 5	- - -	205	76 0 10
31	Lambeth, St. Andrews - N.	*f* 1,532 11 8		
31	Lambeth, St. Andrew's (Upper) - N. 3	- - -	202	82 18 9
31	Lambeth, St. Andrew's, Lower - N. 3	- - -	410	193 2 1
			98	23 8 4
31	Lambeth, St. John's (Waterloo Road) - N. 9	- - -	285	123 18 10
31	Lambeth, St. Mary's, Hercules Buildings, Boys - P. 12	*200 0 0	493	258 4 8
	" " - "	110 4 0	86	20 1 8
31	Lambeth, St. Mary's, Infants, High Street - P.			
31	Lambeth, St. Mary-the-Less (Prince's Road) - N. 12	- - -	329	192 3 6
			36	8 9 3

a Refused under Article 52 *d*. *b* Retiring pension. *c* Due, but not paid. *d* For two years.
e School not existing. *f* This School is intended to replace the Upper and Lower Schools.

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	SURREY—*cont.*	£ s. d.		£ s. d.
31	Lambeth, St. Mary-the-Less, Salamanca, St. Saviour's - N. 10	251 16 8	173	81 12 2
31	Lambeth, St. Thomas' - N. 12	- - -	322	142 16 0
31	Lambeth, Holy Trinity N. 1	450 0 0	256	143 19 2
31	Lambeth, South, St. Stephen's, Dorset Street N. 1	535 0 0	336 11	170 13 10 3 12 6
31	Lambeth, South, "The Eldon" - Ch. 11	- - -	144 8	82 19 10 3 0 0
37	Leatherhead N. 6	*80 0 0	88	35 4 8
44	Leigh - N. 7	86 0 0	35	8 11 2
82	Lingfield - N. 5	353 0 0	78	32 16 8
39	Loseley.		87	27 13 7
47	Malden - N.	125 18 9		
44	Meadvale - B. 4	- - -	52	39 0 0
44	Merstham - Ch. 7	- - -	64 15	41 9 6 4 9 2
46	Merton, Abbey Road, Infant - N.	*53 0 0		
43	Mickleham - N. 11	90 0 0	38	18 2 8
42	Milford - Ch. 5	- - -	57	8 18 3
46	Mitcham - N. 4	*120 0 0	276	142 12 0
46	Mitcham - R. 11	- - -	29	17 3 8
46	Morden - N.			
48	Mortlake - N. 3	24 0 0	294	110 0 7
48	Mortlake - B.	241 0 0		
48	Mortlake, St. Mary's - R. 11	100 0 0	116	70 0 6
47	Moulsey, East N. 7	211 0 0	105	44 10 6
47	Moulsey, West N. 5	*25 0 0	51	28 0 8
30	Newington Butts, St. Matthew's N. 10	- - -	292	142 2 8
30	Newington St. Mary's - N. 7	266 10 0	679	287 7 6
30	Newington, Trinity - N. 9	466 10 0	368 31	174 9 4 10 10 3
47	Norbiton - N. 11	490 13 4	[a]357 407	160 13 7 204 9 10
31	Norwood, Lower - B. 10	- - -	185	96 5 6
31	Norwood, Lower - W. 11	- - -	59	24 19 11
31	Norwood, St. Luke's - N. 11	- - -	—	*b*
46	Norwood, South, St. Mark's - Ch. 8	148 4 0	109	46 6 2
46	Norwood, Upper, Girls N. 10	- - -	109	46 11 0
44	Nutfield - N. 6	75 0 0	93 20	49 8 8 7 0 0
38	Oatlands - Ch. 5	- - -	87	40 15 2
	SURREY—*cont.*	£ s. d.		£ s. d.
39	Ockham, Industrial - B. *c*			
39	Ockham, St. Mary's - 4	- - -	58 14	36 5 0 3 8 4
43	Ockley - P. 12	- - -	69 [a]17 [a]71 35	19 18 6 3 7 3 29 4 7 6 11 7
33	Peckham - N.			
33	Peckham, Boys - B. 11	- - -	180	83 15 2
33	Peckham, Girls, Lancasterian - B. 11	- - -	58 [a]67	27 12 6 29 18 8
33	Peckham New Town, St. Francis - R. 4	- - -	151	80 18 3
33	Peckham, St. Mary Magdalen's - N. 4	674 0 0	345	185 14 10
33	Peckham, Day - W. 3	- - -	245	145 10 2
46	Penge, Boys Ch. 5	- - -	105	61 16 0
46	Penge, Girls and Infants Ch. 5	276 0 0	198	104 11 10
48	Petersham - B. 11	- - -	52 [a]42	24 6 8 31 10 0
32	Putney, Lower Common - N. 10	- - -	91	40 4 6
32	Putney, St. Mary's - N. 11	342 10 0		5
41	Puttenham - N. 5	- - -	60 22	43 13 2 7 16 8
37	Ranmore, St. Barnabas' - Ch. 11	- - -	36	26 0 6
44	Redhill - B. 3	- - -	170	100 7 4
44	Redhill Reformatory.			
44	Redhill, St. John's - N. 7	293 13 0	213 19	112 13 10 5 12 6
44	Redhill, St. Joseph's - R. 2	- - -	25	13 5 10
44	Redhill, St. Matthew's Ch. 6	- - -	249 14	146 12 4 4 5 0
44	Reigate - N. 7	1,176 0 0	264	139 11 6
44	Reigate, St. Mark's - N. 7	- - -	71	41 4 0
48	Richmond, New Sheen Vale, Infts. P. 4	107 0 0	87	43 6 6
48	Richmond, St. Elizabeth's R. 11	- - -	61	28 11 8
48	Richmond, St. John's District, Boys - Ch. 4	226 0 0	70	47 14 8
48	Richmond, St. John's (Clarence Street), Girls and Infants - - N. 4	291 2 6	136	64 11 10
48	Richmond, St. Mary's - P. 6	- - -	271	138 10 6
39	Ripley - N. 11	155 0 0	*b*	
34	Rotherhithe, Amicable Society's - 6	- - -	133	60 1 4

a For two years. *b* Due, but not paid. *c* Now a Boarding School.

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	SURREY—*cont.*	£ s. d.		£ s. d.
34	Rotherhithe, Ch. Ch. - N. 2	324 0 0	192	62 14 7
34	Rotherhithe (Clarence St.), Green Coat 2	240 0 0	117	50 16 10
34	Rotherhithe (Clarence St.), Ragged -	650 0 0		
34	Rotherhithe, Midway Place - - B. 11	- - -	a 121 110	53 8 4 62 3 6
34	Rotherhithe, Our Lady of Immac. Concept. - R. 3	- - -	34	19 0 0
34	Rotherhithe, Paradise St., St. Joseph's R. 4	- - -	172	81 12 6
34	Rotherhithe R.			
34	Rotherhithe, St. Mary's, Deptford Road - - N. 7	*688 0 0 211 10 0	473	239 17 8
34	Rotherhithe, St. Paul's (Surrey Canal) - - N. 1	132 0 0	91	44 16 8
34	Rotherhithe, Silver St. - B. *b*	*160 0 0		
34	Rotherhithe, Holy Trinity N. 1	86 15 10	304 15	143 19 8 4 7 6
34	Rotherhithe, United Society's - 1	- - -	43	30 8 0
41	Seal and Tongham - N.	105 0 0		
39	Send - - N.	225 10 6		
42	Shalford - N. 6	481 4 0	133	78 0 8
39	Shere - - N.	100 0 0		
44	Sidlow Bridge Ch.			
	South Metropolitan District - - U.			
	Southwark, Bridewell, House of Occupation.			
28	Southwark Chapel - W. 11	- - -	373	201 7 2
27	Southwark, Dean St., Protestant Dissenters - 12	- - -	141	58 11 6
27	Southwark, Melior Street, Borough - R. 2	- - -	74	28 18 8
29	Southwark, St. George the Martyr N. 2	*225 0 0 112 13 4	443	204 1 2
29	Southwark, St. George the Martyr U.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	SURREY—*cont.*	£ s. d.		£ s. d.
29	Southwark, St.George's R. 1	- - -	234	96 5 7
29	Southwark, St. Joseph's (Maypole Alley) - R.			
29	Southwark, St. Jude's - N. 6			
29	Southwark, St. Jude's, Infants - N.	- - -	217	82 1 4
29	Southwark, St. Mary's - N. 11	587 0 0	455	248 5 8
29	Southwark, St. Michael's N. *c*			
29	Southwark, St. Paul's - Ch. 11	400 0 0	161 16	63 4 4 6 0 0
26	Southwark, St. Peter's - N. 2	487 10 0	211	83 19 6
29	Southwark, St. Stephen's - N. 1	324 7 5		
31	Stockwell (Chapel St.) N. 3	- - -	129	67 16 0
31	Stockwell, Practising - - B. 11	642 12 0	302	163 8 6
31	Stockwell, St. Michael's - N. 2	- - -	157	75 5 4
31	Stockwell, South St., Infants - Ch. 3	- - -	103	50 3 2
39	Stoke-next-Guildford - Ch. 5	819 0 0	184	62 0 4
32	Streatham - N. 4	- - -	147	74 12 4
32	Streatham, Ch. Ch. - - N. 5	- - -	171	95 4 0
32	Streatham Common, Immanuel Ch. 4	813 0 0	155	75 14 8
47	Surbiton St. Mark's N. 11	700 1 3	293 a 320	155 8 0 187 3 8
47	Surbiton Hill Ch. Ch. - P. 11	560 10 0	140 a 211	85 7 10 128 14 4
	Surrey (North) District - U.			
37	Sutton - - N. 4	400 0 0	145	69 2 0
45	Tandridge - Ch. 7	- - -	47	29 9 6
45	Tandridge, Oxted, and Godstone - N. 7	- - -	42	31 10 0
47	Thames Ditton, Boys and Girls - - N. 5	443 10 0	191	98 6 8
47	Thames Ditton, Infants N. 5	86 0 0		
131	Thorpe - N. 11	84 0 0	36	13 19 10
42	Thursley - N. 5	94 12 0	70	43 15 0
40	Tilford, All Saints, New District - 5	- - -	36	19 12 10
41	Tongham - Ch. 5	- - -	57	32 17 4
32	Tooting, Drouett's Pauper School.			
32	Tooting, Lower, Boys and Girls - - P. 5	78 13 0		

a For two years. *b* School closed. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	SURREY—*cont.*	£ s. d.		£ s. d.
32	Tooting, Par. and Infants Ch. 5	492 0 0	69	24 9 2
31	Tulse Hill - Ch. 2	- - -	257	138 10 6
31	Vauxhall, St. Anne's - R. 1	- - -	159	65 2 6
31	Vauxhall, St. Paul's - N. 1	595 10 0		
31	Vauxhall, St. Peter's - N. 12	1,930 0 0	444	235 0 10
31	Vauxhall Walk - W. 11	- - -*a*	46	20 3 4
131	Virginia Water, Ch. Ch. - - N. 11	108 0 0	137	57 19 2
46	Wallington District - Ch. 4	- - -	104	44 8 8
44	Walton-on-the-Hill - N. 4	- - -	—	*b*
38	Walton-on-Thames - Ch. 5	526 0 0	89	44 13 4
30	Walworth, All Saints - N. 10	- - -	63	28 0 8
30	Walworth, Beresford Chapel - 12	- - -	206	102 9 10
30	Walworth, Mount Street - B.	*30 0 0		
30	Walworth, St. John's - N. 10	752 6 8	623	304 12 4
30	Walworth, St. Peter's - N. 9	403 10 0	67	24 4 2
39	Wanborough 5	- - -	288	83 14 4
32	Wandsworth, All Saints' N. 1	*50 0 0	35	24 17 0
32	Wandsworth, Bridge House Reformatory.		20	6 15 0
32	Wandsworth, Family Home.		180	102 8 0
32	Wandsworth B. 11	369 0 0	90	33 0 0
32	Wandsworth, St. Anne's Ch. 4	890 0 0	235	114 9 8
32	Wandsworth, St. Anne's, Garret Lane, Infts. - 4	- - -	325	158 13 6
32	Wandsworth, St. Mary's, Summer's Town, Free Ch. 5	- - -	85	26 0 10
32	Wandsworth (Summer's Town), Infts. N.	43 10 0	108	54 15 4
89	Waverley Compton - N. *c*		209	122 12 4
43	Westcott - N. 11	500 0 0	32	11 11 8
31	Westow Hill 11	- - -*a*	124	61 7 4
38	Weybridge - N. 11	173 0 0	12	4 16 8
47	Wimbledon - N. 6	*50 0 0	155	67 14 6
47	Wimbledon, New - - N. 9	- - -	177	91 0 10
			—	*b*
			309	165 1 10
			108	44 0 0

a For two years.

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
38	Windlesham N. 4	64 0 0	112	74 10 8
42	Witley - N. 5	- - -	101	46 6 6
39	Woking - N. 4	200 0 0	82	62 19 9
39	Woking, Infts. N. 4	- - -	39	24 12 11
39	Woking, St. John's - Ch. 4	189 0 0	106	81 8 8
42	Wonersh - N. 5	105 0 0	33	11 7 6
46	Woodmansterne - N. 6	- - -	98	56 9 8
39	Worplesdon Ch.	381 6 0	11	3 9 10
43	Wotton - P. 11	- - -	39	25 4 0
40	Wrecclesham N. 11	711 8 0	13	3 7 6
40	York Town - N. 9	- - -*a*	195	97 0 10
			127	64 10 6
			20	5 8 4
			126	52 14 0
	SUSSEX.			
83	Albourne - N.	52 0 0		
78	Alfriston - N.	58 10 0		
90	Arundel - Ch. 11	- - -*a*	203	27 3 4
90	Arundel, St. Philip's - R. 12	- - -	227	46 5 0
82	Ashurst Wood (Forest Row) Infant - - 3	- - -	—	*b*
84	Barcombe - Ch. 6	- - -	27	14 1 6
84	Barcombe (Church Meadow) - N.	*48 0 0	61	22 17 9
77	Battle and Langdon - N. 2	382 8 0	175	93 1 4
75	Beckley - N. 2	- - -	27	8 15 10
84	Beddington N.	82 10 0	78	33 12 6
87	Beeding, Lower, Holy Trinity N. 5	- - -	76	37 0 0
84	Berwick - N.	108 0 0	102	64 3 8
77	Bexhill - N. 2	- - -	27	10 4 2
77	Bexhill, St. Mark's - N. 2	- - -	61	37 16 2
88	Billinghurst Ch. 5	- - -	7	1 17 6
84	Bishopstone N.	127 0 0	85	42 11 8
82	Blackham District - Ch. 3	- - -	15	5 9 2
79	Bodle Street Green, St. John's - Ch. 1	319 13 6	21	10 8 4
83	Bolney - N. 11	*35 0 0	67	35 11 8
	"	152 11 3	90	37 13 0
94	Bosham " - N. 11	*90 0 0	38	43 16 10
91	Boxgrove - Ch. 11	- - -	59	26 12 9
75	Brede - N. 2	131 0 0	90	34 12 9
77	Brightling - N. 2	158 0 0	80	37 6 10
85	Brighton, All Souls' - Ch. 9	100 0 0	77	35 19 0
85	Brighton, Belgrave Street 6	- - -	12	3 8 4
85	Brighton, Central - N. 9	110 0 0	533	274 9–8
			201	81 10 11
			509	302 18 6

a Due, but not paid.

c School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	SUSSEX—*cont.*	£ s. d.		£ s. d.
86	Brighton (Chichester Diocesan), Female Practising 9	300 0 0	135	79 16 2
85	Brighton, Ch. Ch. - - N.			
85	Brighton (Eastern Rd.), Royal - B. *a*	118 0 0		
85	Brighton (Kent's Court) - N.	*75 0 0		
85	Brighton (North Lane) N. *b*			
85	Brighton (North Lane) B. *c*	*300 0 0		
85	Brighton (Middle St.), Union Charity - B. 6	*250 0 0	89	21 6 1
85	Brighton, St. John's - N. 9	721 16 8	472	234 2 2
85	‡Brighton, St. John's - R.		186	52 5 0
85	Brighton, St. Margaret's Industrial - 9	- - -	51	20 15 6
85	Brighton (Kemp Town), St. Mark's - N. 9	- - -	177	87 18 6
85	Brighton, St. Mary's - R. 12	- - -	173	107 7 4
85	Brighton, St. Nicholas' - Ch. 9	- - -	101	*d*
85	Brighton, St. Paul's - N. 9	- - -	308	143 14 0
85	Brighton, St. Peter's - N. 9	- - -	322	191 18 2
85	Brighton, St. Stephen's - N. 9	151 0 0	156	94 13 6
85	Brighton (Warwick Street) N. 9	50 0 0	19	7 2 6
90	Broadwater N.	80 0 0	224	115 12 6
90	Burpham - N.	25 0 0		
80	Burwash - N. 1	330 1 8	140	63 1 2
92	Bury - - N. 3	90 0 0	47	17 15 9
81	Buxted - N.	323 0 0		
77	Catsfield - N. 2	137 15 4	87	41 3 6
84	Chailey - N. 4	350 0 0	115	62 6 4
			11	2 12 6
92	Chichester (Central) - N. 11	- - - *e*	307	158 5 8
92	Chichester (Little London) B.	198 0 0	320	164 18 4
92	Chichester, St. Pancras', Infants - N. 11	100 0 0	56	28 13 10
92	Chichester, St. Richard R. 6	- - -	20	7 15 7
92	Chichester (Tower St.) B. 7	84 3 4	230	145 11 0
79	Chiddingley N.	80 0 0		
83	Clayton and Keymer, St. John's - N. 11	*50 0 0	132	58 6 2
89	Cold Waltham, St. James - N.	82 0 0		
87	Colgate - Ch. 5	- - -	54	23 5 0
94	Compton and Upmarden N.	90 0 0		
80	Coseley Wood (Wadhurst) Infants - Ch. 2	- - -	46	23 5 0
82	Crawley and Ifield - - B. 3	- - -	92	35 7 0
82	Crawley Down N. 5	- - -	65	40 14 2
83	Cuckfield and Balcombe - N. 4	160 0 0	50	25 6 0
77	Dallington - N. 2	35 0 0	60	36 6 6
			4	1 5 0
81	Dane Hill - N. 12	112 3 1	63	25 16 8
84	Ditchling - N. 10	*75 0 0	113	64 16 2
78	Eastbourne - N. 11	64 0 0	133	87 9 8
78	Eastbourne, Compton Place Infants - Ch. 11	- - - *e*	42	16 9 5
			37	17 7 10
91	Eastergate - N.	*50 0 0		
93	Elsted - - N. *f*	*34 0 0		
80	Etchingham N. 3	150 0 0	41	24 16 8
76	Fairlight - Ch. 1	- - -	46	26 3 0
84	Falmer - N. 10	- - -	81	42 1 10
89	Findon - P. 10	- - -	72	47 0 10
84	Firle, West - N.	140 0 0		
92	Fittleworth Ch. 5	111 5 0	62	31 12 4
81	Fletching - N.			
80	Flimwell - N. 1	84 0 0	69	30 16 2
			10	2 16 8
82	Forest Row - N. 3	227 10	23	13 8 6
81	Framfield - N.	*65 0		
81	Frankham - Ch. 6	- - -	40	11 7 8
80	Frant (Free) N. 6	- - -	158	100 2 0
94	Funtington - N. 11	- - -	79	43 1 2
			11	3 4 5
84	Glynde - N. 10	35 1 3	46	22 13 0
82	Grinstead, East N. 5	672 0 0	171	109 9 4
82	Grinstead, East, Infants - N. 5	131 5 0	104	48 11 0
87	Grinstead, West Ch.			
81	Hadlow Down N. 3	*75 0 0	98	60 4 10
	" " "	60 0 0		
79	Hailsham " N. 2	44 0 0	36	9 8 5
76	Halton, St. Clement's - N. 2	- - -	170	91 0 2
91	Hampnett, West - - U.			
84	Hansey Offham N.S. *See* Offham N.S.			
82	Hartfield - N. 3	198 10 0	55	11 5 0
76	Hastings, All Saints' and St. Clement's N. 2	*220 0 0	308	171 10 8
	" " "	598 8 4		
76	Hastings " - B. 7	*250 0 0	126	70 4 2
76	Hastings, St. Mary's - N. 2	166 0 0	221	110 2 8
80	Hawkenbury Ch.			
79	Heathfield - N. 1	219 4 0	68	35 5 0
84	Heighton, South Ch.	203 12 6		
79	Hellingley - N. 2	170 0 0	99	41 12 5
			26	7 7 8

a School temporarily closed. *b* School closed. *c* School sold. *d* Refused under Article 52 *d*.
e For two years. *f* School burnt down. New school built and maintained by lady of the manor.

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
86	Henfield, Infants - N. 10	53 0 0	64	30 3 2
92	Heyshott - N. 5	67 0 0	47	26 2 4
82	Hoathley, West N.	60 0 0		
79	Hooe - N. 2	33 2 9	65	32 6 8
			11	4 12 6
87	Horsham - N. 5	94 13 0	63	27 13 4
81	Horsted, Little N.			
81	Hothley, East N. 4	154 5 0	96	48 18 10
			12	4 15 0
86	Hove, Eastern N. 9	122 0 0	162	86 10 8
			10	1 5 0
86	Hove, Western N. 9	469 0 0	197	113 16 0
80	Hurst Green N. 3	- - -	53	28 13 6
79	Hurstmonceaux - N. 1	- - -	80	28 5 0
83	Hurst Pierrepoint - N. 10	380 15 0	185	66 6 8
			11	1 5 7
75	Icklesham - N. 4	110 0 0	54	38 18 7
75	Iden - N. 2	99 15 0	37	11 8 8
93	Iping - B. *a*			
81	Isfield - N.	*50 0 0		
91	Lavant - Ch.			
76	Leonard's, St., on Sea - B. 7	- - -	223	52 3 7
76	Leonard's, St., on Sea - N. 2	*60 0 0		
		505 2 6	382	186 17 6
76	Leonard's, St., on Sea, All Souls' R. *b*	-		
76	Leonard's, St., on Sea, St. Mary Magdalene's, Industrial Ch. 2	684 0 0	178	85 15 8
84	Lewes, All Saints - N. 10	248 0 0	203	107 7 6
84	Lewes, All Saints' and Southover, Infants' - N. 10	- - -	90	44 19 0
84	Lewes - B. 7	330 8 9	408	216 15 8
84	Lewes, St. Ann's, - P. 10	- - -	44	16 18 2
83	Lindfield - N. 4	95 10 0	64	32 1 4
			24	6 18 4
83	Lindfield, St. John's - N. *c*			
90	Littlehampton N.	105 0 0		
93	Lodsworth - N. 5	88 10 0	65	34 14 0
			8	2 11 8
93	Lurgashall - N.	90 0 0		
81	Mayfield, Boys' N. 3	- - -	93	42 15 0
81	Mayfield, Girls' N. 3	- - -	78	39 15 10
91	Merston - N. *a*	37 0 0		
93	Midhurst - N.	170 0 0		
77	Mountfield and Whatlington N. 3	52 0 0	81	37 18 0
77	Netherfield - N. 2	- - -	73	36 15 0
84	Newhaven - N. 10	130 0 0	150	43 10 5
79	Ninfield - N.	100 0 0		
89	North Heath N.	146 0 0		

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
75	Northiam - N.	58 0 0		
89	Nuthourne - N.	96 16 0		
87	Nuthurst - N. 5	- - -	53	25 9 4
84	Offham - N. 10	99 10 0	65	44 4 6
76	Ore, Infant - Ch. 2	- - -	50	23 15 0
86	Patcham - N. 10	107 0 0	47	21 6 0
75	Peasmarsh - N.	169 0 0		
76	Pett - N.	75 0 0		
88	Petworth, Boys' N. 5	- - -	98	37 5 9
88	Petworth, Girls' and Infants' N. 5	- - -	206	50 18 9
84	Plumpton - N.	*23 0 0		
79	Polegate - N.	54 0 0		
90	Poling - N.	87 4 0		
86	Portslade and Haugleton N. 10	126 10 0	89	43 10 4
86	Poynings - N. 10	86 8 0	34	16 10 8
86	Preston - N. 4	- - -	44	37 13 0
89	Pulborough N. 5	336 0 0	98	68 4 4
83	Pyecombe - N.	22 5 0		
84	Rodwell - P. 10	- - -	20	20 14 6
			10	8 3 4
93	Rogate - N. 7	122 12 6	196	47 16 6
			20	6 10 0
81	Rotherfield - N. 3	- - -	74	36 7 6
81	Rotherfield, The Steel Cross - N. 3	- - -	31	14 4 3
			7	2 17 6
84	Rottingdean N. 10	260 0 0	62	39 17 10
			14	3 16 8
90	Rustington Ch.	202 0 0		
75	Rye - Ch. 4	288 10 0	204	39 9 11
75	Rye Harbour Ch. 4	190 19 0	59	45 1 3
75	Rye - W. *a*			
84	Rype - N. 4	70 0 0	29	23 19 4
80	Salehurst - N. 3	*75 0 0	73	35 15 2
	"	45 4 0		
83	Sayer's Common - N. 4	65 0 0	32	13 10 0
78	Seaford - Ch. 11	369 12 0	*51	21 11 2
			*44	18 3 4
84	Selmeston - N. 4	- - -	35	32 12 3
			11	3 5 3
91	Selsey - N. 11	- - -	89	44 19 0
83	Slaugham - N.	60 0 0		
87	Slinfold - N. 5	80 0 0	46	24 8 6
86	Sompting - N.	*64 0 0		
78	Southbourne and Seaside N. 11	292 10 0	383	196 7 8
87	Southwater Ch.		99	55 10 0
86	Southwick - N. 11	70 0 0	*23	7 11 8
			*93	55 10 8
			20	7 1 8
77	Staplecross - W. 7	- - -	80	47 2 0
86	Steyning - N. 11	469 0 0	81	46 1 4
89	Storrington - N.	*20 0 0		
	"	149 18 9		
94	Stoughton and Racton - N.	62 10 0		
80	Ticehurst - N. 1	350 0 0	152	69 7 10
80	Tidebrook - N. 1	212 0 0	36	15 18 8
93	Tillington - N. 5	- - -	71	22 5 0
81	Twyford - N. 8	- - -	61	28 5 6

a School closed. *b* Removed from inspection. *c* School sold. *d* For two years.

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
81	Uckfield - N. 4	256 10 0	119	60 19 0
			19	6 19 2
80	Wadhurst, Best Beech Hill District Ch. *a*			
80	Wadhurst - N. 1	*100 0 0	173	95 5 6
	" - "	280 0 0		
81	Waldron - N. 4	- - -	56	34 8 5
79	Warbleton - N. *b*	*50 0 0		
87	Warnham - N. 5	74 0 0	69	27 6 11
79	Wartling - N. 1	- - -	51	25 3 2
89	Washington Ch. 12	- - -	71	38 8 0
94	Westbourne N. *c*	*90 0 0		
84	Westmeston N. 4	- - -	8	6 19 0
83	Wilfrid's, St., Mixed - N. 5	- - -	123	69 14 6
			29	8 15 10
82	Withyham, St. John's - N. 3	76 15 0		
82	Withyham, St. Michael's - N. 3	- - -	58	39 3 0
86	Woodmancote Ch. 11	- - -	31	16 8 4
			9	3 0 10
93	Woolbeding N.	181 0 0		
82	Worth - Ch. 3	- - -	59	50 9 2
90	Worthing (Boys) - N. 10	*100 0 0	133	73 18 8
90	Worthing, Davison's Infant N. 10	- - -	160	62 14 0
90	Worthing Institution - B. 7	- - -	85	41 16 6
90	Worthing - W. *b*			
	WARWICKSHIRE.			
405	Alcester - N. 7	123 18 6	127	53 11 9
396	Allesley, Reformatory.			
404	Alveston - Ch. 2	- - -	77	33 5 8
376	Amington - N. 2	- - -	54	23 12 5
			9	2 4 2
405	Arrow - - Ch. 12	- - -	48	27 13 6
395	Ashted, St. James' - Ch. 11	- - -	337	130 4 4
			*d*323	137 5 4
			12	4 11 8
395	Aston - - N. 11	351 0 0	102	54 3 6
			42	13 11 8
395	Aston Brook, St. Mary - Ch. 1	209 5 0	181	59 1 8
			26	7 16 8
397	Atherstone, Grammar, Free - - 1	341 8 6	223	78 2 3
397	Atherstone, Girls and Infants - 1	31 1 10		
398	Attleborough N. 5	242 13 4	123	47 15 5
397	Bentley - N. 1	- - -	166	102 11 4
396	Bickenhill - N. 5	- - -	42	17 7 8
405	Bidford - N. 6	82 12 6	104	78 4 8
			67	22 14 2
394	Birmingham, All Saints' - N. 11	616 0 0	190	102 18 8
			129	49 14 2
394	Birmingham, All Saints, Nineveh, Mixed - 11	- - -	130	53 13 1

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	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, All Saints Protestant School (Heath Street) - - 11	233 15 0	—	*e*
394	Birmingham, Asylum - U.			
394	Birmingham (Bishop Ryder's) - N. 7	1,154 2 0	605	261 7 4
			343	97 0 10
394	Birmingham, Bishop Ryder's, Stanniforth Street 7	- - -	102	34 18 3
394	Birmingham, Carr's Lane, Undl. 4	- - -	96	33 3 6
			15	5 9 2
394	Birmingham, Ch. Ch. (Fleet Street), Inft. 11	- - -	110	53 17 10
394	Birmingham, Ch. Ch. (Pinfold Street) N. 11	*400 0 0	344	209 8 2
			104	31 5 0
394	Birmingham, Church of the Saviour B. 6	- - -	146	56 3 0
394	Birmingham, Girls' Reformatory.			
394	Birmingham, Hebrew - 5	- - -	173	91 18 8
394	Birmingham, Immanuel, Infants, Holliday Street N. 2	171 0 0	92	41 2 2
394	Birmingham, Industrial - B. 6	41 0 0	138	67 11 8
394	Birmingham, Indust. Free	995 0 0		
394	Birmingham, Islington - W. 6	- - -	361	189 17 4
394	Birmingham, Legge Street B. 6	- - -	61	27 9 2
394	Birmingham, Church of the Messiah B. 1	- - -	125	66 11 1
394	Birmingham, New Jerusalem - - 6	- - -	294	166 1 8
			96	34 3 4
394	Birmingham Oratory (Edgbaston) - R. 12	- - -	—	*e*
394	Birmingham St. Anne's (Alcester St.) - R. 10	- - -	205	*f*
394	Birmingham, St. Asaph's N. 2	- - -	197	81 12 2
			118	16 2 6
394	Birmingham, St. Barnabas, Boys and Girls - - N. 6	686 11 3	351	181 12 0
			139	57 19 2
394	Birmingham, St. Barnabas', (Ryland Street North), Infants - - N. 6	196 0 0	238	119 11 2

a School closed. *b* School not in existence. *c* Removed from inspection. *d* For two years.
e Due, but not paid. *f* Refused under Article 51 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, St. Bartholomew's - N. 3	*150 0 0	153	33 12 0
	" "	372 10 0	47	12 0 10
394	Birmingham, St. Chad's - R. 10	- - -	—	*a*
			612	322 3 0
395	Birmingham, St. Clement, Nechells - N. 10	1,503 12 2	51	18 12 6
			b 705	384 3 0
			46	16 0 0
394	Birmingham, St. David's (Macdonald Street) - N. 2	177 0 0	229	107 15 2
394	Birmingham, St. George's (Russell St.) N. 3	*300 0 0	748	401 5 10
	" "	761 6 8	178	55 6 8
394	Birmingham, St. George's, Hospital Street Branch, Infant 3	- - -	151	61 7 4
			45	11 2 6
394	Birmingham, St. George's, Mission Church Branch - 3	- - -	135	57 19 4
394	Birmingham, St. John's - R. 10	858 0 0	355	189 5 4
			255	109 7 6
394	Birmingham, St. Jude's Ch. 6	555 4 0	179	82 13 10
			96	28 5 0
395	Birmingham, St. Lawrence N. 5	241 10 0	112	32 17 4
394	Birmingham, St. Mark's, Helena St. N. 9	89 10 0	115	48 9 8
394	Birmingham, St. Mark's (St. Mark's Street) - N. 9	504 16 4		
394	Birmingham, St. Mark's (St. Mark's Street), Infants - - N.	215 11 3	657	369 9 10
			17	5 5 10
394	Birmingham, St. Martin's, Allison Street 8	- - -	147	26 1 4
394	Birmingham, St. Martin's, New Hall Street - Ch. 8	- - -	140	71 9 6
			41	13 14 2
394	Birmingham, St. Mary's - N. 10	750 0 0	182	74 5 10
394	Birmingham, St. Mary's, Boys - - R. 10	- - -	71	37 13 4
			18	6 5 0
394	Birmingham, St. Mary's (G. and I.) R. 10	- - -	155	81 14 0
395	Birmingham, St. Matthew's N. 5	1,573 3 6	601	276 17 5
			143	48 17 6
395	Birmingham, St. Matthew's, Cato Street Branch - N. 5	- - -	122	37 16 3
	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, St. Matthias (Wheeler St.) N. 10	1,317 13 9	461	215 0 10
			24	4 15 0
394	Birmingham, St. Matthias', Farm Street, Infant - N. 10	150 0 0	106	54 1 8
394	Birmingham, St. Nicholas' R. *c*			
394	Birmingham, St. Patrick's R. 10	- - -	139	58 12 0
394	Birmingham, St. Paul's - N. 9	788 0 0	545	268 5 4
			214	76 0 0
394	Birmingham, St. Peter's (London Prentice Street), Infants - N. *c*	73 10 0		
394	Birmingham, St. Peter's (Moor Street) N.	531 0 0		
394	Birmingham, St. Peter's R. 10	- - -	256	121 3 8
			58	15 6 8
394	Birmingham, St. Philip's N. 7	500 0 0	127	51 10 0
394	Birmingham, St. Stephen's N. 11	840 12 0	455	202 6 8
			50	15 3 4
394	Birmingham, St. Thomas' (Holloway Head Street) N. 2	315 0 0	551	279 5 6
			183	45 12 6
394	Birmingham, Severn Street B. 6	- - -	433	214 17 6
394	Birmingham, Steelhouse Lane - - B. 6	- - -	100	47 1 8
			43	9 0 6
394	Birmingham, Unitarian Domestic Mission - - 6	- - -	510	231 0 10
394	Birmingham W.			
394	Birmingham, Wycliffe - B. 1	- - -	158	92 4 6
395	Bordesley, St. Andrew's N. 2	516 0 0	345	161 8 8
395	Bordesley, St. Andrew's, Infts., Small Heath - N. 3	99 0 0	123	53 14 8
401	Bourton-on-Dunsmoor - Ch. 5	- - -	36	6 5 0
406	Brailes - Ch. 6	397 0 0	78	35 5 6
401	Brinklow - N. 4	377 10 0	113	54 9 8
395	Bromwich, Little - - N. 11	105 12 0	*b* 29	8 9 2
			34	12 3 8
403	Budbrooke - Ch. 6	- - -	—	*d*
398	Bulkington, St. James' Ch. 2	609 0 0	172	75 1 2
406	Burmington N.			
407	Chesterton Ch. 3	- - -	23	11 0 6
398	Chilvers Coton N. *c*	104 0 0		
404	Claverdon - N.	240 0 0		

a Due, but not paid. *b* For two years. *c* School closed. *d* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	WARWICK—*cont.*	£ s. d.		£ s. d.
401	Clifton - on-Dunsmoor - N. 5	186 0 0	37	14 5 0
404	Combroke - 3	- - -	39	16 14 10
407	Compton (Fenny) - N.	*54 0 0		
162	Compton, Long Infants Ch. 6	- - -	88	44 14 4
			23	8 15 10
396	†Corley Moor N.			
400	Coventry, Girls' Blue Coat - N. *a*			
400	Coventry, St. John's - N.	*120 0 0		
400	Coventry, St. Mary's, Red Lane, late St. Michael's Branch.			
400	Coventry, St. Mary's - R. 9	- - -	182	63 14 0
			47	4 8 0
400	Coventry, St. Michael's - N. 4	1,200 0 0	433	250 7 0
			25	5 19 2
400	Coventry, St. Osburg's - R. 9	- - -	86	39 1 4
400	Coventry, St. Nicholas' Place, Boys B.	*125 0 0		
400	Coventry, St. Peter's - N. 4	283 17 6	264	122 10 6
			43	14 15 1
400	Coventry, Holy Trinity N. 4	1,340 10 0	451	244 16 8
			6	1 10 0
400	Coventry, Vicar Lane B.	*b*200 0 0		
403	Cubbington - N. 8	220 0 0	103	51 17 0
395	Deritend, St. John's - N. 9	362 5 0	310	148 12 4
			69	22 19 2
401	Dunchurch, Boys, Free -	8 5 0		
401	Dunchurch, G. and I. - N.	*106 0 0		
	" "	42 0 0		
404	Eatington - N. 2	- - -	53	20 4 0
			13	4 2 6
393	Edgbaston - P. 10	- - -	158	83 0 4
393	Edgbaston, St. George's N. 10	182 0 0	265	141 15 2
393	Edgbaston, St. James' Ch. 6	782 17 6	420	208 1 0
394	Edgbaston, St. Luke's - N. 10	516 6 8	388	167 1 0
			57	17 14 2
395	Erdington - B. 1	100 0 0		
395	Erdington - R. 10	- - -	78	37 10 0
399	Exhall - N.			
401	Grandborough N.	54 10 0		
406	†Halford - N.			
408	Hampton-on-the-Hill - R.			
406	Harborough Magna - N. 12	88 0 0	—	*c*
407	Harbury, N., and Harbury, Wagstaffe's, Endowed - N. 8	306 0 0	117	62 2 0
397	Hartshill - N. 4	148 10 0	87	38 9 0
			17	4 7 6
404	Henley in Arden - N. 5	95 0 0	65	24 17 0
404	Henley in Arden - B. 5	- - -	74	38 15 10
403	Hunningham Cli. 4	246 0 0	34	16 19 8
406	Ilmington - N.	308 0 0		
406	Ilmington, St. Mary - R. 10	- - -	55	38 17 5
407	Itchington, Bishops - N.	*37 0 0		
	" " -	218 5 10		
407	Itchington, Long - - N. 7	502 0 0	107	50 9 6
403	Kenilworth, St. Austin's R.			
403	Kenilworth, St. John's - N. 7	212 0 0	109	44 9 6
403	Kenilworth (St. Nicholas), Girls and Infants - - N. 7	*57 0 0	131	76 0 2
	" "	599 0 0		
399	Keresley and Coundon - N. 4	112 10 0	144	86 8 8
376	Kingsbury, Endowed - N. 1	57 13 10	82	32 0 6
405	Kinwarton and Great Alne - N. 7	68 10 0	35	12 1 10
405	Kinwarton and Great Alne, Sunday - -	*30 0 0		
394	Ladywood, St. John's - N. 7	1,582 0 0	571	324 9 10
394	Ladywood, St. John's, Infants, Ichnield Port Road Ch. 7	162 16 3	113	52 6 4
401	Lawford, Long P. 12	- - -	38	16 12 8
396	Lea Marston Ch. 1	- - -	101	49 12 2
403	Leamington, Girls - - B. 5	- - -	111	51 3 8
403	Leamington, St. John's - N. 11	- - -	*a* 75	36 2 7
			a 122	42 4 10
403	Leamington Priors - R.			
403	Leamington Priors - N. 11	1,100 0 0	*a* 196	66 16 6
			201	86 5 4
403	Leamington Priors - W. 5	- - -	121	70 11 6
403	Leamington, St. Mary's - N. 11	- - -	*a* 135	68 6 10
			71	32 4 0
407	Lighthorne - N. 3	- - -	44	27 18 6
404	Loxley - - N. 5	10 10 0	42	24 1 3
395	Lozells, St. Silas' - - N. 10	- - -	209	93 0 6
405	Mappleborough Green - N. 7	- - -	40	16 9 4
401	Marton - - N. 3	212 0 0		
	†Mount Carmel R.			
407	Napton on the Hill - N. 3	64 0 0	40	22 13 0
398	Nuneaton (Abbey End), Infants - N.	241 0 0		

a Removed from inspection. *b* This grant has been repaid. *c* Due, but not paid. *d* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount. £ s. d.
	WARWICK—*cont.*			
398	Nuneaton (Church Lane) - N. 3	618 0 0	288	121 5 5
			43	13 19 2
403	Offchurch (Lady Aylesford's) - 3	- - -	45	32 0 6
			6	2 10 9
396	Packington (Earl of Aylesford's) * 5	- - -	57	22 10 11
408	Pailton - N. 5	373 0 0	82	40 17 6
400	Radford - B. 5	- - -	36	19 18 2
163	Ratley - - Ch.	117 0 0		
405	Redditch, Mount Carmel - - R. 10	- - -	32	16 5 0
			8	1 0 0
403	Rowington - N. 6	196 0 0	80	43 9 4
401	Rugby, Elborow's - N. 3	29 19 0	187	84 16 8
401	Rugby - - R.			
401	Rugby, St. Matthew's N. 3	174 10 0		
401	Rugby (St. Matthew's District) New P.	275 0 0	351	161 16 3
401	Rugby, Trinity P. 3	- - -	248	121 11 6
401	Rugby - - W. 5	- - -	124	62 5 4
401	Ryton-on-Dunsmore - Ch. 2	196 8 0	57	18 5 5
395	Saltley, Reformatory.			
395	Saltley (Worcester Diocesan) Practising - 4	200 0 0	88	26 11 0
402	Shirley (Endowed) - Ch. 6	*65 0 0	108	63 16 0
		221 2 6		
404	Snitterfield - N."	*160 0 0		
	" "	25 0 0		
402	Solihull, Lower, Free - - N. 6	- - -	66	*a*
402	Solihull, Palmer's Charity, Girls - - 6	- - -	93	47 18 10
407	Southam - Ch. 4	- - -	126	47 4 6
407	Southam Independent -	46 0 0		
398	Stockingford N. 2	604 5 0	87	31 16 5
407	Stockton - N. 11	55 4 4	104	59 8 9
399	Stoke - - N. 4	76 0 0	73	36 9 4
403	Stoneleigh - P. 11	- - -	66	*a*
406	Stourton and Cherington Ch. 6	40 0 0	42	13 14 8
			10	3 10 0
404	Stratford-on-Avon - - B. 5	- - -	86	36 14 2
404	Stratford-on-Avon - - N. 2	311 11 8	336	160 14 8
			49	14 19 2
401	Stretton-on-Dunsmore - N. 2	232 14 2	64	*a*
405	Studley - N. 11	*35 0 0	116	55 13 0
	" "	339 12 4	109	65 1 4
395	Sutton-Coldfield - - R.			
401	Thurlaston - N.	138 15 0		
406	Tysoe - - Ch. 6	554 0 0	178	86 12 8
			21	4 19 2

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	WARWICK—*cont.*			
399	Walsgrave-on-Sowe - - N. 4	10 10 0	48	18 9 5
404	Walton - Ch. 6	- - -	37	27 10 6
397	Warton - Ch.	267 0 0		
403	Warwick - B. 5	- - -	62	28 17 2
403	Warwick, High St. Chapel - B. 5	261 0 0	81	41 19 4
403	Warwick, St. Mary's - N. 6	*150 0 0	251	127 15 8
	" "	167 0 0		
403	Warwick, St. Mary's and St. Paul's, Infants - N. 9	162 0 0	135	67 7 6
403	Warwickshire, Reformatory.			
404	Wellesbourne Ch.	185 10 9		
403	Westwood (Canley Hill) - N. 11	- - -	62	40 10 0
406	Whichford - 6	- - -	63	32 18 4
			31	10 17 6
376	Wilnecote - N.			
395	Wishaw - N.			
401	Wolston - Ch. 4	- - -	91	53 12 8
			12	2 16 8
412	Wolvey - N. 5	*53 0 0	99	41 2 10
	" "	12 3 0	16	4 11 8
404	Wootton Wawen - - N. 5	208 0 0	26	7 14 5
404	Wootton Wawen - - R. 10	- - -	—	67 15 8
			58	43 10 0
	WESTMORELAND.			
575	Ambleside - N. 5	281 15 0	179	97 8 0
573	Appleby, St. Laurence's B. 6	126 15 0	94	42 2 0
575	Barbon - P. 5	136 3 9	42	20 2 6
573	Bongate - N. 2	65 0 0	99	58 11 6
573	Brough - N. 2	- - -	82	33 10 2
575	Burnside, Endowed - 5	- - -	130	65 7 2
575	Burton in Kendal - Ch. 3	- - -	64	44 18 8
575	Casterton - N.	42 0 0		
574	Cliburn - 1	- - -	51	14 15 8
574	Clifton - - Ch.			
573	Dufton - B. 6	31 18 3	74	44 18 10
			6	1 16 8
575	Endmore - Ch. 3	- - -	62	28 16 10
575	Firbank - Ch. 4	112 4 0		*d*
575	Grasmere - Ch. 5	- - -	41	10 11 5
575	Grayrigg - N. 5	32 0 0	65	0 13 0
575	‡Helsington - N.			
574	‡Helton - N.			
575	Holme - - N. 2	82 10 0	63	47 4 2
			18	5 15 0
575	Kendal - N. 9	140 17 0	240	78 15 1
575	Kendal, Boys - B. 5	*125 0 0	217	148 11 4
	" - "	138 5 4		
575	Kendal, Castle Street, Girls and Infants - B. 5	- - -	198	107 7 4
575	Kendal, Fellside - - B. 5	- - -	118	57 6 4

a Refused under Article 52 *d*. *b* For two years. *c* Additional grant for 1868. *d* Not inspected in 1869.

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	WESTMORELAND—*cont.*	£ s. d.		£ s. d.
575	Kendal, Parish Church - 9	- - -	185	86 19 8
575	Kendal - U.			
575	Kendal, St. George's (Girls) - N. 9	243 10 0	80	33 11 10
575	Kendal, St. Thomas' - Ch. 9	- - -	123	60 12 2
575	Kendal - W. 5	173 0 0	118	55 6 6
573	Kirkby Lonsdale - - N. 5	592 5 0	190	95 0 4
			26	11 8 4
573	Kirkby Stephen - - N. 2	*45 0 0	124	49 1 3
573	Kirkby Thore N. 2	- - -	26	19 10 0
573	Kirkby Thore B. 6	- - -	27	20 5 0
575	Langdale - Ch. 5	- - -	60	*a*
575	Levens - - Ch. 3	- - -	53	27 2 8
574	Martindale - N.	*27 0 0		
573	Marton, Long P. 2	- - -	36	18 12 9
575	Meal Bank - B. 5	- - -	62	45 2 4
575	Milnthorpe, St. Thomas N. 3	- - -	65	29 11 4
573	Ormside - N.	35 0 0		
575	Staveley - N. 5	- - -	103	35 11 9
574	Strickland, Great - N. 1	- - -	47	6 0 0
573	Tebay - - N. 2	- - -	68	2 16 8
573	Temple Sowerby Ch. 3	12 0 0	38	17 11 0
575	Troutbeck - Ch. 5	- - -	36	*a*
573	Warcop - N. 2	144 0 0	64	42 4 5
575	Windermere, St. Mary's (Applethwaite) N. 5	50 0 0	121	58 2 10
574	Yanwath - Ch. 2	- - -	68	50 13 4
	WILTSHIRE.			
121	Aldbourne - N. 2	306 0 0	78	33 0 2
			22	7 6 8
263	Alderbury - N. 10	- - -	109	72 19 4
			14	5 3 4
256	Allcannings N. 3	26 14 8	69	39 18 10
262	Amesbury - N. 1	- - -	121	65 1 6
			25	8 9 2
260	Ashton - - Ch. 2	- - -	80	43 2 2
			19	2 7 6
259	Ashton, West N. 12	169 15 0	68	28 12 2
255	Avebury - P.	40 0 0		
265	Barford, St. Martin's - N. 1	478 0 0	65	17 10 10
121	Bedwin, Great N. 2	- - -	123	59 8 6
			29	9 2 6
121	Bedwin, Little N. 2	328 0 0	52	36 17 0
			18	5 10 0
265	Benerton - N. 1	- - -	74	36 19 2
255	Berwick Bassett - - N.	66 0 0		
253	Biddestone - N.	50 0 0		
250	Bishopstone (near Farringdon) - N.	126 0 0		
265	Bishopstone (near Salisbury) - - N. 1	129 8 6	83	38 0 6
265	Bower Chalke N. 1	40 0 0	43	22 7 4
254	Bowood - 5	- - -	71	43 2 8
253	Box - - Ch. 5	- - -	145	27 17 3
258	Bradford-on-Avon, Boys B. 3	- - -	71	34 13 6
258	Bradford-on-Avon - - B. 3	- - -	102	45 11 10
258	Bradford, Ch. Ch. - N. 11	- - -	—	*b*
258	Bradford, Trinity Church - N. 11	*100 0 0	—	*b*
	„ - „	84 3 2		
104	Bramshaw (Warren's), Girls - - N. *c*			
259	Bratton - N. 11	50 0 0	—	*b*
259	Bratton - B. 2	95 19 6	64	27 14 2
254	Bremhill - N. 5	150 0 0	35	13 1 7
252	Brinkworth - P. 5	215 6 3	74	40 17 6
			13	5 5 10
260	Brixton Deverell - N. *d*	*40 0 0		
265	Broad Chalke N. 1	251 0 0	74	45 5 6
			18	6 10 0
255	Broadtown - Ch. 11	205 0 0	81	23 1 0
			9	2 9 2
256	Bromham - N.	146 17 6		
256	Bromham - B.			
258	Broughton Gifford - N. 11	90 13 4	—	*b*
261	Burbage - N. 2	276 0 0	183	86 8 1
254	Calne - - B. 12	- - -	146	67 8 4
254	Calne, Boys and Girls - N. 5	45 0 0	134	71 2 2
			10	3 11 8
254	Calne (Lord Lansdowne's), Infants - 5	- - -	66	30 10 0
254	Calne, Middle, Endowed, Free Grammar. *d*			
254	Calne, the Guthrie Juvenile - 5	- - -	79	36 2 8
254	Calne, Trinity N. 5	192 0 0	65	38 13 6
			115	65 4 0
253	Castle Combe N. 5	- - -	22	7 15 0
263	Charlton, All Saints - Ch. 1	- - -	42	22 4 2
252	Charlton Park N. 4	- - -	69	35 2 8
256	Cheverell, Great N.	50 0 0		
256	Cheverell, Little, Mixed - Ch. 3			
266	Chilmark - N. 3	283 0 0	79	38 2 8
			30	12 5 0
121	Chilton (Folliatt) N. 2	- - -	63	33 13 6
			17	7 4 2
253	Chippenham B. 2	- - -	125	64 13 4
253	Chippenham U.			
253	Chippenham, St. Paul's - Ch. 5	776 0 0	163	78 4 1

a Refused under Article 52 *d*. *b* Due, but not paid. *c* Amalgamated with Bramshaw N.S., Hants.
d Removed from inspection.

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
253	Chippenham N.	*170 0 0	-	-
	"	169 15 6		
256	Chirton - N.	40 0 0		
250	Chisledon - N.	70 0 0		
256	Chittoe - N.			
262	Cholderton - P. 1			
253	Christian-Malford - N. 5	- - -	100	55 17 2
118	Chute - - N. 7	336 0 0	67	34 4 10
251	Clack (Lyneham) - - N. 4	198 12 0	77	33 13 0
			18	5 18 7
251	Cliffe Pypard Ch. 11	- - -	31	18 5 6
			4	1 10 0
261	Collingbourne Ducis - - N. 2	340 0 0	90	44 12 6
			17	6 2 6
261	Collingbourne-Kingston - Ch. 2	- - -	80	40 15 10
			41	12 9 2
263	Combe Bissett N. 10	47 10 0	53	25 1 6
254	Compton Bassett - - N. 5	53 0 0	44	6 14 2
253	Corsham - B. 2	*100 0 0	64	40 2 0
	" - "	41 13 0		
253	Corsham, Pickwick District - N. 5	444 0 0	114	59 5 4
			15	5 5 10
253	Corsham Side Ch. 5	215 15 0	65	39 7 6
			23	7 2 6
260	Corsley - N.	150 0 0		
251	Cricklade - N. 11	108 0 0	70	37 12 4
			—	a15 0 0
251	Cricklade - B. 3	- - -	70	21 8 8
260	Crockerton - N. 2	- - -	57	39 9 7
252	Crudwell - N. 4	120 0 0	41	4 16 10
103	Damerham - N. 1	260 0 0	61	36 16 0
			16	5 6 8
252	Dauntsey, Earl Danby's Endowed Free 4	- - -	53	30 0 6
			9	2 17 6
108	Dean, West Ch. 7	- - -	25	8 19 5
254	Derry Hill - N. 5	132 0 0	82	34 18 4
			19	7 9 2
256	Devizes - B. 3	*140 0 0	180	98 7 8
	" - "	52 10 0		
256	Devizes, Town (Sheep St.) N. 3	- - -	190	89 13 4
			24	7 16 8
256	Devizes, Town (Bridewell St.), Girls - N. 5			
259	Dilton's Marsh N. 2	217 10 0	134	62 2 10
			35	11 7 6
259	Dilton's Marsh, Infant - B. 3	- - -	59	29 17 9
			22	6 14 0
266	Donhead, St. Mary's - N.	*29 0 0		
263	Downton - N. 10	162 0 0	80	39 3 0
263	Downton, Boys - B. 5	244 6 8	82	32 16 0
			26	10 8 4
263	Downton, Girls - B. 5	- - -	76	14 11 6
262	Durrington - P. 10	- - -	40	17 19 6
			21	6 2 6
256	Erchfont - N. 3	- - -	78	33 11 8
			8	3 10 0
261	Everleigh - N.	70 0 0		
263	Farley - N.	354 6 3		
262	Figheldean - N. 1	- - -	44	15 10 11

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
263	Fisherton Anger N. 1	366 1 10	249	118 14 7
263	Fisherton - B. 5	- - -	81	46 0 4
266	Fonthill's, Bishop - N.	37 10 0		
266	Fonthill Gifford - N.	41 0 0		
121	Fosbury - Ch. 2	- - -	56	25 17 2
			56	28 18 6
265	Fovant - N. 1	105 0 0	83	10 9 2
254	Foxham.			
121	Grafton, East N. 2	- - -	83	35 6 4
			20	6 6 8
263	Grimstead, West - - N.	101 0 0		
253	Grittleton - Ch. 5	- - -	43	18 16 0
252	Hankerton - N. 4	52 0 0	40	19 13 2
265	Harnham, East - - Ch. 2	- - -	88	48 12 10
263	Harnham, West - - N. 10	120 0 0	29	16 16 0
			39	23 13 6
254	Heddington N. 3	- - -	19	7 19 2
260	Heytesbury - N. 2	*150 0 0	167	65 1 4
	" - "	155 0 0	45	13 16 4
250	Highworth - N. 11	*100 0 0	—	c
	" - "	252 1 3		
250	Highworth - B. 8	- - -	57	16 0 2
250	Highworth (Swindon) - U.			
254	Hillmarton - N.			
257	Hilperton - N. 11	70 0 0	51	22 11 8
266	Hindon - N. 3	- - -	97	47 8 8
255	Hinton (Broad) Endowed - N.	160 0 0		
250	Hinton, Little N.	65 0 0		
258	Holt - - N.	*40 0 0		
260	Horningsham N. 2	- - -	78	48 6 8
			23	7 4 2
252	Hullavington Ch. 4	- - -	61	29 0 4
262	Imber - - N.	*34 0 0		
267	Kingston Deverill - - N. 2	- - -	39	13 12 0
267	Knoyle, East N. 3	*31 0 0	69	32 16 10
	"	17 17 2	19	7 0 10
253	Lacock - N. 5	- - -	183	95 3 6
263	Landford - N. 1	45 0 0	67	39 1 10
253	Langton Fitzurse (late Kington Langley) - - N. 5	116 0 0	42	18 17 10
			31	12 10 4
251	Latton - P. 11	- - -	d33	15 16 6
			11	1 11 8
263	Laverstock - N. 1	5 0 0	41	17 12 6
258	Limpley Stoke N. 11	75 0 0	—	c
260	Longbridge Deverill - N. 2	- - -	76	47 1 6
			40	14 3 4
118	Ludgershall N. 7	- - -	87	48 11 10
			18	5 6 8
266	Ludwell - N. 3	70 0 0	84	54 5 6
251	Lydiard Millicent - - N.	183 3 4		

a Retiring pension. *b* Amalgamated with Sheep Street N.S. *c* Due, but not paid. *d* For two years.

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	WILTSHIRE—*cont.*			
251	Lydiard Tregoz - N. 11	257 12 0	*a* 44	15 12 2
251	Lyneham - N. 4	166 2 6	33	22 2 6
262	Maddington N. 1	- - -	63	27 2 3
267	Maiden Bradley - N. 2	65 0 0	47	24 17 10
			74	42 18 2
252	Malmesbury, Juvenile and Infant - Ch. 4	- - -	8	2 16 8
252	Malmesbury and Westport - Ch. 4	600 0 0	280	136 18 6
256	Marden - N.	25 0 0	120	09 6 8
256	Market Lavington - N. 3	140 0 0	125	55 17 0
			22	7 8 4
255	Marlborough, St. Mary's- N. 4	395 0 0	161	101 14 3
255	Marlborough, St. Peter's N. 4	500 0 0	188	99 18 10
			46	14 13 4
103	Martin- - N. 10	123 0 0	55	26 18 0
257	Melksham - N. 11	181 4 4	—	*b*
257	Melksham - B. 3	64 6 8	73	33 5 6
257	Melksham - U.			
267	Mere - - N. 3	282 0 0	137	66 17 2
			44	14 0 0
252	Minety, St. Leonard's - N.	116 0 0		
258	Monkton Farley - - N. 11	- - -	—	*b*
263	Morgan's Vale (Downton) Infants - 10	- - -	37	11 16 5
261	Netheravon N.			
263	Netherhampton N. 10	- - -	40	13 1 0
253	Nettleton and Burton - N. 5	96 6 0	74	33 12 0
339	Newnton, Long N. 2	204 0 0	27	*c*
265	Newton, South N. 10	- - -	—	*b*
262	Newton Tony P. 10	73 0 0	—	*b*
260	Norton Bavant Ch.	20 0 0		
263	Nunton, Mixed N. 10	- - -	47	33 6 0
			21	6 10 10
256	Patney - N.	*25 0 0		
261	Pewsey - N. 2	*75 0 0		
	" - "	19 12 10		
261	Pewsey, St. John Baptist N. Pickwick N., *see* Corsham Pickwick.	171 5 0	139	34 4 10
263	Pitton - - N. 1	- - -	56	24 12 2
107	Plaitford - N. 12	111 9 4	46	18 13 0
			27	16 10 0
340	Pool Keynes N. 3	95 5 0	10	3 8 4
251	Purton - N. 11	584 0 0	176	99 9 0
263	Redlynch - N. 10	- - -	76	33 6 9
			16	3 0 10
259	Road Hill - N. 11	*60 0 0	—	*b*
256	Rowde - N. 3	- - -	80	46 6 0
264	Salisbury, Infr. 10	- - -	17	5 14 2
264	Salisbury, Model for Girls - N. *d*		82	34 13 8
264	Salisbury - U.			

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	WILTSHIRE—*cont.*			
264	Salisbury, St. Edmund's, Practising - N. 10	1,361 0 0	351	184 13 11
			89	29 18 2
264	Salisbury, St. Edmund's, Sunday - -	*40 0 0		
264	Salisbury, St. Martin's - N. 10	21 0 0	260	139 14 10
			39	14 0 10
264	Salisbury, St. Thomas' - N. 10	479 0 0	154	104 8 4
264	Salisbury, Scots Lane - - 8	- - -	66	27 9 4
264	Salisbury - W. 5	- - -	49	20 11 9
255	Savernake - N. 2	- - -	39	22 12 0
			5	1 19 2
253	Seagry - - N. 5	50 0 0	20	7 15 2
257	Seend - - Ch. 11	27 15 0	—	*b*
266	Semley - N. 3	123 0 0	65	44 19 0
257	Shaw - - N. 11	- - -	—	*b*
252	Sherston - B. 2	- - -	78	26 13 9
252	Sherston (Magna) - N. 4	170 0 0	118	50 3 4
262	Shrewton - N. 1	125 1 3	34	15 17 6
340	Somerford Keynes - Ch. 8	214 0 0	49	23 9 0
256	Southbroom, St. James - N. 3	*50 0 0	40	17 1 0
			19	5 14 2
253	Stanton, St. Quinton - Ch. 5	- - -	30	11 6 4
265	Stapleford - P. 1	- - -	25	12 19 6
257	Staverton - N. 11	- - -	—	*b*
259	Steeple Ashton - - N. 11	- - -	—	*b*
265	Steeple Langford - - N. 1	286 0 0	52	26 16 0
256	Stert - - N.	20 0 0		
254	Stockley - N.	175 0 0		
263	Stratford-sub-Castle - N. 1	37 10 0	39	21 11 8
			9	2 17 6
250	Stratton, St. Margaret's N. 11	*35 0 0	*a* 91	43 1 6
			108	41 15 6
257	Studley, St. John's - N. 11	381 0 0	—	*b*
253	Sutton Benger - - N.	42 0 0		
260	Sutton Veny Ch. 2	- - -	63	32 8 0
266	Swallowcliffe N.	45 0 0		
250	Swindon - N. 9	*85 0 0	105	62 11 8
	"	47 0 0	—	*e* 35 0 0
250	Swindon, Old, Infants - N. 9	- - -	189	55 3 9
250	Swindon, New, Free Christian Church - 12	- - -	89	46 1 8
250	Swindon, New (Great Western Railway) N. 9	598 0 6	426	224 3 2
250	Swindon - W. 3	- - -	97	56 19 0
266	Tisbury - N. 3	429 0 0	146	96 5 2
			19	6 12 6
266	Tollard Royal Ch. 11	- - -	52	21 13 6
257	Trowbridge - N. 11	726 0 0	435	218 7 0
			124	31 18 4
257	Trowbridge, Boys - - B. 3	- - -	119	48 6 8

a For two years. *b* Due, but not paid. *c* Refused under Article 52 *d*. *d* School closed.
e Retiring pensions.

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
257	Trowbridge, Girls - - B. 3	- - -	83	46 7 9
257	Trowbridge, Holy Trinity N. 11	105 0 0	114	53 5 4
	" "	8 0 0		
260	Upton Scudamore - - N.	*30 0 0		
250	Wanborough P.			
260	Warminster N. 2	*460 0 0	324	145 14 0
	" "	291 0 0	85	29 12 6
260	Warminster B. 2	*155 0 0	138	61 12 6
			66	20 1 8
259	Westbury - N. 11	150 0 0	—	*a*
259	Westbury (Boys) B. 2	- - -	42	9 0 5
259	Westbury (Girls) B. 2	- - -	74	37 19 10
259	Westbury, Heywood House N. 11	- - -	81	40 18 8
259	Westbury, Leigh Ch. *b*			
258	Westwood - N.	73 0 0		
263	Whiteparish N. 1	100 0 0	119	60 4 0
			33	11 9 2
265	Wilton - N. 10	- - -	—	*c*10 0 0
			—	*a*
265	Wilton Park N. 10	- - -	33	15 14 8
	Wilts, Reformatory.			
258	Winsley - N.	180 16 10		
262	†Winterbourne, Earl's - N.			
255	Winterbourne Monkton - P.	25 0 0		
262	Winterbourne-Stoke - N. 10	- - -	32	*d*6 3 11
			—	*a*
263	Winterslow - N. 1	10 10 0	110	58 17 8
			13	3 2 6
251	Wootton Bassett - - N. 4	638 0 0	180	97 5 4
			33	12 11 6
251	Wootton Bassett - - B. 2	413 12 6	148	69 17 4
261	Wootton Rivers N. 2	90. 0 0	87	49 3 10
			12	4 1 8
258	Wraxall, South N.	37 10 0		
265	Wylie - - N.	*45 0 0		
253	Yatton Keynell - - Ch. 5	- - -	—	*e*
267	Zeals - - N. 3	42 0 0	33	16 0 10
	WORCESTERSHIRE.			
386	Abberley - P. 10	292 0 0	75	36 12 3
392	Alvechurch - N. 2	317 0 0	99	55 1 0
			9	2 7 6
386	Areley King's N.	55 0 0		
389	Badsey, Aldington, and Wickhamford N. 3	125 16 0	45	18 7 1
393	Balsall Heath, St. Paul's - N. 6	1,270 0 0	322	136 14 6
391	Barbourne, St. Stephen's Ch. 9	254 0 0	151	70 16 8
393	Bartley Green N.	*50 0 0		
392	Belbroughton N. 5	- - -	79	47 3 6
			110	67 1 2
389	Bengeworth N. 11	200 0 0	19	6 10 10
388	Berrow - N.	*45 0 0		
384	Bewdley - N.	65 3 4		
355	Bewdley, Far Forest - N. 4	60 0 0	53	17 17 5
388	Birts Morton N.	78 0 0		
406	Blockley - B. 12	- - -	70	30 10 10
406	Blockley, Upper Ch. 11	303 5 0	147	74 8 8
385	Bockleton - Ch. 7	- - -	50	8 7 4
390	Bredicot - N.	142 16 6		
389	Bretforton - N.	75 0 0		
386	Broadheath N.	*18 0 0		
386	Broadwas - Ch.	62 13 9		
389	Broadway - N. 11	150 0 0	112	45 19 8
389	Broadway, St. Mary's - R. 5	- - -	70	46 5 10
392	Bromsgrove - B. 2	- - -	71	35 12 10
392	Bromsgrove N. 2	*200 0 0	398	198 8 2
			50	12 5 0
392	Bromsgrove, Park Place R.			
392	Bromsgrove, The Lickey N. 4	295 0 0	94	56 2 0
388	Bushley - P. 3	- - -	47	30 18 0
388	Castle Morton N. 7	102 0 0	27	6 18 3
392	Catshill - Ch. 4	- - -	133	11 6 1
			74	24 8 4
391	Claines - N. 5	*100 0 0		
391	Claines, St. George's - N. 11	*123 0 0	186	90 10 8
			16	6 0 0
389	Cleeve Prior Ch.	106 0 0		
392	Clent - - N. 6	- - -	49	34 9 0
			13	4 1 0
392	Clent, Infant 6	- - -	56	28 6 4
386	Clifton-on-Teme - - N. 6	100 0 0	41	12 1 0
386	Cowleigh, St. Peter - Ch. 10	- - -	70	20 12 10
383	Cradley - N. 5	1,092 0 0	119	64 7 6
			21	6 9 2
383	Cradley, The Old Wesleyan's Refuge - B. *f*			
383	Cradley - W. 1	- - -	114	52 0 8
391	Crowle - - N. 6	188 0 0	58	32 3 10
391	Cutnall Green Ch. 2	153 6 3	59	4 12 6
391	Dodderhill - N. 9	146 0 0	*a*	
391	Drakes Broughton - - Ch. 3	51 0 0	41	4 17 11
391	Droitwich, Coventry Charity - N.			
391	Droitwich, St. Peter's - N. 11	293 8 6	322	158 4 8
			87	21 5 8
382	Dudley - B.	*400 0 0		
382	Dudley, Holly Hall - - N. 7	- - -	328	173 2 10
			192	76 3 4
382	Dudley, Ragged 2	- - -	44	10 15 0

a Due, but not paid. *b* Removed from inspection. *c* Amount paid under Article 90[1] (1).
d Evening School grant for 1868. *e* Not inspected in 1869. *f* School closed.

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	WORCESTER—*cont.*	£ s. d.		£ s. d.
382	Dudley St. Edmund's - N. 7	450 0 0	158	30 3 3
382	Dudley, St. James' - N. 7	150 0 0	77	51 6 10
382	Dudley, St. John's - N. 7	593 2 6	22	9 1 8
382	Dudley, St. Thomas' - N. 7	867 0 0	165	98 9 4
382	Dudley - W. 1	432 0 0	232	123 10 10
388	Eldersfield - N.	224 0 0	29	8 0 10
342	Evenload - N.	28 0 0	132	76 0 10
389	Evesham, All Saints, and St. Lawrence N. 11	275 0 0	204	118 0 8
389	Evesham - B. 12	160 0 0	36	13 8 4
405	Feckenham - N. 10	801 8 0	128	54 8 2
392	Finstall - N.	65 0 0	126	70 5 10
386	‡Grimley - N.		5	1 12 6
388	Guarlford (late Malvern, Great, St. Mary's, Barnard's Green) - N. 10	127 16 11	76	50 11 8
392	Hagley - N. 5	- - -	111	67 10 8
392	Hagley, Infants - - N. 5	85 0 0	10	4 1 8
388	Hales Owen N. 6	*285 0 0	16	*a* 3 1 8
	" "	522 6 8	411	203 7 4
388	Hales Owen (Quinton), Ch. Ch. - N. 6	160 0 0	44	13 13 4
386	Hallow, Endowed - N. 11	353 0 0	115	54 7 2
391	Hanbury - N. 10	254 0 0	93	41 14 0
391	Hanbury, Broughton Green - N.	80 0 0	100	45 11 4
389	Harvington - N.	59 0 0		
392	Headless Cross N. 4	- - -	*b* 121	64 1 10
386	Holt and Whitley - N.	*30 0 0	120	26 3 3
405	Inkberrow - N. 3	112 10 0	69	28 19 0
384	Kidderminster, New Meeting House Charity - 2	67 0 0	195	99 11 4
384	Kidderminster, St. George's N. 5	275 13 4	30	9 15 0
384	Kidderminster, St. John the Baptist's N. 5	203 3 4	373	182 12 6
384	Kidderminster, St. John's, Girls - - N.		22	10 6 8
384	Kidderminster, St. Mary's - N. 5	83 6 8	257	139 1 6
384	Kidderminster, St. Mary's (Mill Street) Infants - N.		37	8 5 10
393	King's Norton N. 4	205 10 0	301	159 19 8
			83	24 2 6
			65	25 10 4

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	WORCESTER—*cont.*	£ s. d.		£ s. d.
393	King's Norton, Stritley St. Branch - 4	- - -	72	37 12 10
386	Leigh Hurst Ch. 1	- - -	8	2 16 8
386	Leigh Sinton N. 1	- - -	60	29 6 6
388	Longdon, Endowed - N. 3	116 0 0	59	20 11 0
383	Lye (on the Waste) - N. 6	531 16 0	33	*c*
383	Lye (Stamber-Mill) - N. 6	280 0 0	290	139 5 5
388	Malvern, Great, New Par. - Ch. 11	1,293 0 0	90	20 0 0
388	Malvern, North - Ch. 10	- - -	107	48 17 0
386	Malvern (The) Link - - N. 11	75 0 0	50	17 18 4
386	Malvern, The Link Day - 12	- - -	153	79 14 2
388	Malvern Wells, St. Peter's - N.	*50 0 0	68	42 18 8
386	Martley - N. 6	144 0 0	89	38 12 2
346	Mathon, St. James' - N. 1	38 12 0	—	*c*
405	Moreton Abbots - - N.	20 0 0	63	26 9 8
393	Moseley - N. 4	- - -	141	78 18 6
393	Moseley, King's Heath, Infants.			
382	Netherton - Ch. 7	- - -	329	134 12 10
406	Newbold-on-Stour - N. 7	93 0 0	41	13 5 10
393	Northfield - N.	*100 0 0	71	22 4 1
390	Norton juxta Kempsey - P. 10	- - -	55	39 11 4
389	Offenham - N.			
381	Oldbury - N. 6	*75 0 0	365	179 9 0
	"	544 10 0	86	26 11 6
381	Oldbury (Chance's) - N. 6	340 0 0	286	136 8 6
381	Oldbury, Road End, Branch.		123	54 7 6
381	Oldbury, Tat Bank, Infants - - 6	331 0 0	76	37 7 10
381	Oldbury - W. 2	- - -	254	122 8 6
345	Overbury - Ch.			
387	Oxford, Worcester, and Wolverhampton Railway (at Worcester) B. *e*			
390	Pershore - N. 10	212 0 0	213	95 1 4
390	Pershore - B. 12	- - -	40	11 13 8
388	Powick - N. 11	*60 0 0	91	46 4 8
	" - "	26 0 0	—	*d*
388	Powick, Bastonford Branch - N. 11	- - -	14	4 1 8
			47	21 7 6

a Evening school grant for 1868. *b* For two years. *c* Refused under Article 52 *d*.
d Due, but not paid. *e* School closed.

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	WORCESTER—*cont.*	£ s. d.		£ s. d.
392	Redditch - N. 4	711 0 0	258	134 6 4
392	Redditch - W. 2		112	43 6 8
392	Redditch - W. 2	713 0 0	273	136 10 6
385	Redmarley - N.	64 0 0		
388	Ripple - - N.	120 0 0		
385	Rochford - N.	89 0 0		
355	Rock - - Ch. 4	- - -	37	12 15 2
392	Romsley - N.	63 0 0		
391	Salwarpe - N. 10	- - -	42	11 10 0
389	Sedgeberrow N.	40 0 0		
393	Selly Oak N. 4	606 10 0	154	82 9 8
			20	6 11 8
386	Shelsley, Woodbury Hill Reformatory.			
406	Shipston-on-Stour - N. 7	- - -	53	*a*
406	Shipston-on-Stour, Girls N. 7	84 15 0	83	37 15 6
386	Shrawley - N. 5			
393	Sparkbrook - N. 6	764 0 0	147	68 19 0
402	Spark Hill - Ch. 3	- - -	67	25 7 4
385	Staunton - N. 1	165 2 6	83	27 0 2
392	Stoke Prior - N. 4	*100 0 0	110	64 18 6
	" - "	50 8 9	27	8 9 9
383	Stourbridge (St. Thomas) N. 7	492 18 3	174	96 1 10
			11	5 12 6
383	Stourbridge, St. John's - N. 7	327 5 0	207	103 7 2
			34	13 11 8
383	Stourbridge (New Road) W. 1	- - -	40	19 3 2
383	Stourbridge (Wollaston Road) - B.			
384	Stourport (or Lower Mitton) - N. 5	259 6 8	207	100 9 4
			13	4 4 2
383	Swinford, Old N. 7	1,004 0 0	173	96 5 6
			33	11 10 10
392	Tardebigge - N. 4	- - -	85	56 10 6
385	Tenbury - N. 4	414 0 0	133	65 8 2
388	Upton-on-Severn - N. 11	672 0 0	213	86 8 8
390	Whittington Ch. 2	146 0 0	38	22 4 0
386	Wichenford N.	67 0 0		
386	Witley - - N. 6	- - -	61	25 14 6
383	Wollaston - N. 7	- - -	311	193 16 10
			26	11 15 0
387	Worcester, All Saints' N. 9	250 0 0	201	95 16 0
			16	5 6 8
387	Worcester, Girls - - B. 12	- - -	79	29 3 9
387	Worcester, St. Andrew's N. 9	*200 0 0	91	13 18 11
387	Worcester, St. Clement's N. 11	276 0 0	215	91 2 1
387	Worcester, St. George's R. 5	- - -	109	21 17 4
387	Worcester, St. John's (in Bedwardine) - - N. 11	278 18 0	—	*b*
387	Worcester, St. Martin's - N. 10	*250 0 0	341	172 16 4
	" " "	144 12 6	21	6 10 10
	WORCESTER—*cont.*	£ s. d.		£ s. d.
387	Worcester, St. Martin's, Infants - *c*			
387	Worcester, St. Nicholas' - N. 11	- - -	105	52 10 10
387	Worcester, St. Paul's - N. 11	471 19 4	197	87 19 2
387	Worcester, St. Peter's, Boys - - N. 10	- - -	104	45 17 4
			45	11 14 2
387	Worcester, St. Peter's (Diglis St.) N. 10	689 16 4	372	191 0 10
			62	21 10 0
387	Worcester, Sansome's Place - - N. 10	82 11 0	163	69 12 0
387	Worcester - W. 12	- - -	31	40 14 0
384	Wribbenhall N. 5	12 16 8	57	26 7 4
	YORKSHIRE.			
514	Aberford - N. 3	- - -	80	35 13 0
526	‡Acklam - N.			
526	Acklam, East N. 5	23 19 3	35	4 18 2
504B	Ackworth - B. 6	- - -	42	27 4 0
504B	‡Ackworth, Girls - - N.			
504B	Ackworth (Lowther's Hospital), Boys - - N. 5	- - -	69	31 6 8
504B	Ackworth, Low (Miss Howard's), Girls - - 6	- - -	62	17 3 11
			90	45 15 0
492A	Acomb - N. 3	- - -	13	4 4 2
489	Addingham N. 3	215 14 6	89	57 2 8
			36	10 13 4
510	Adwick-le-Street - N. 1	*60 0 0	38	13 0 0
534	Ainderby Steeple - N. 3	267 12 0	81	39 17 0
492A	Aldborough Ch.			
492A	Aldborough and Boroughbridge - N. 3	682 10 0	126	74 14 6
			10	3 10 0
491	Aldfield - N. 5	- - -	74	45 6 8
530	Allerston - N.	*20 0 0		
530	Allerston - B.	8 1 6		
499	Allerton - N.	*73 0 0		
499	Allerton - B. 4	200 0 0	165	115 1 8
504A	Allerton By-water - N. 4	- - -	69	31 13 4
			22	7 1 8
492A	Allerton Manleverer R. 11	- - -	—	*b*
497	Almondbury, Central - N. 7	379 6 0	187	61 6 6
497	Almondbury, Lower Houses - N.	140 0 0		
497	Almondbury W.			
527	Alne - - - P. 11	- - -	49	31 16 6
503	Altofts - Ch. 11	- - -	138	29 8 0

a Refused under Article 51 *a*. *b* Due, but not paid. *c* Amalgamated with St. Martin's N.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
503	Alverthorpe and Flanshaw - N. 2	246 11 6	112	60 5 6
529	Ampleforth - N. 5	31 17 6	43	13 18 11
436	Anston - Ch.			
529	Appleton-le-Moors - N. 7	- - -	42	21 10 0
514	Appleton Roebuck - N. 1	- - -	65	31 3 10
505	Ardsley - N. 2	237 14 0	118	61 12 8
497	Armitage Bridge - N. 6	- - -	95 59	59 13 4 21 5 10
500	Armley - Ch. 2	- - -	91	46 8 7
500	Armley - W. 7	- - -	104	75 1 6
510	Askern - N. 1			
515	Askham Bryan - N.	179 0 0		
509	Aston - N.	138 0 0		
508	Attercliffe, Boys - N. 6	322 0 0	148	53 4 10
508	Attercliffe, Girls and Infants - N. 6	- - -	264	112 11 1
508	Attercliffe, St. Charles R. 9	- - -	130 23	56 10 10 6 5 7
522	‡Atwick - N.			
509	Aughton - 11	- - -	—	*a*
496	Austerlands N. 8	60 0 0	76 21	39 14 8 8 10 10
537	Aysgarth - N. 12	- - -	49	29 15 0
533	Ayton, Great B.	140 0 0		
493A	Baildon - N. 10	150 0 0	106	49 3 2
499	Bailiff Bridge B. 9	- - -	104	50 13 6
510	Balby and Hexthorpe N. 1	- - -	74	27 18 7
491	Baldersby - N. 5	- - -	59	43 18 0
512	Balne - - N. 4	- - -	63	28 1 6
499	Bankfoot, St. Matthew's N. 2	201 13 4	199 42	93 6 10 18 10 10
514	‡Bardsey, Endowed - N.			
498	Barkisland, Endowed - 11	284 11 10	83	*b*
516	Barmby Moor N. 1	277 0 0	56	23 4 6
517	Barmby-on-the-Marsh N.	*55 0 0		
510	‡Barmburgh N.			
489	Barnoldswick N. 4	*150 0 0 17 0 0	108	70 13 4
439	Barnoldswick W. 6	542 12 0	166 32	91 16 6 11 5 0
505	Barnsley, Holyrood - R. 9	1,124 8 0	294	172 7 4
505	Barnsley, St. George's, Boys - - N. 11	140 8 2*c*	182 27 187 19	13 18 4 10 1 3 97 17 4 5 19 2
505	Barnsley, St. George's, Girls and Infants N. 11	- - -	248 43	103 18 3 10 10 10
505	Barnsley, St. George's Branch, Kingston Place, Infant - Ch. 11	177 15 0	81 *c*99	35 10 8 53 9 6
505	Barnsley, St. John's - N. 11	260 0 0	224	87 9 0

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
505	Barnsley, St. Mary's - N. 11	472 5 0	385	167 7 4
505	Barnsley - W. 6	444 0 0	293	145 8 10
540	Barton - N. 3	310 0 0	60	11 5 2
526	Barton-le-Willows - N. 5	- - -	28	18 1 0
514	Barwick-in-Elmet - N. 3	210 0 0	93	52 10 10
502	Batley, Carlinghow - N. 4	140 0 0	78	32 4 7
502	Batley (near Dewsbury) N. 4	676 0 0	149	54 9 8
502	Batley - - W. 9	616 17 6	168	63 1 0
502	Batley Carr N 2	406 0 0	232	81 7 8
502	Batley, St. Mary's - R. 10	- - -	86 53 *c*110 64	31 2 11 19 9 2 59 1 8 23 11 8
502	Battyeford - N. 11	- - -	133	58 6 4
502	Battyeford, Ch. Ch. (in Mirfield), Boys N.	332 0 0		
510	Bawtry - P. 2	- - -	108	53 3 4
510	Bawtry - W. 4	- - -	58	39 11 0
535	Bedale - N. 4	188 0 0	121	54 6 6
523	Beeford - N. 4	42 10 0	65	42 16 0
500	Beeston - N.			
493A	Ben Rhydding Pres.	*d*		
510	Bentley-in-Arksey - N.	57 0 0		
518	Beswick and Watton - N. 11	132 0 0	56	29 3 6
518	Beverley Beckside, Infant N. 2	86 0 0	84	25 2 10
518	Beverley Minster, Boys N. 2	300 0 0	118 13	51 18 7 2 14 9
518	Beverley Minster, Girls - N. 2	- - -	111	52 12 0
518	Beverley Minster (Moorgate) Infants 2	- - -	149	41 4 1
518	Beverley, North Bar Street R. *d*			
518	Beverley, St. Mary and St. Nicholas' - N. 2	219 0 0	150	56 16 1
518	Beverley - W. 11	245 8 9	—	*a*
518	Beverley, Wood Street - N.	100 0 0		
499	Bierley - N. 1	- - -	210 22	101 10 6 7 18 4
499	Bierley Sticker Lane - - N.			
533	Bilsdale, Lord Feversham's 6	- - -	32	23 0 0
494	Bingley - N. 7	79 0 0	228 39	114 5 0 11 15 10
494	Bingley - W. 5	826 0 0	350	208 7 8
526	Birdsall, Lord Middleton's 4	- - -	32	22 3 6
502	Birkenshaw N.	*120 0 0		
	" - "	328 7 6		
499	Birkenshaw, Hunsworth N.	314 4 0		
502	Birstal - N. 1	393 18 6	152 26	66 15 0 8 1 8

a Due, but not paid. *b* Refused under Article 52 *d*. *c* For two years. *d* School closed.

No. of Dist., or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
502	Birstal - W. 9	345 15 0	199	109 0 2
490	Birstwith - Ch. 3	- - -	57	54 6 8
491	Bishop Monkton - - N. 5	72 0 0	42	27 17 6
515	Bishopthorpe, Archbishop of York's - N. 3	- - -	50	28 10 2
516	Bishop Wilton - - Ch.			
498	‡Black Dike Mills, Even.			
506	Bolsterstone N. 11	200 0 0	32	18 0 0
499	Bolton (Calverley) near Bradford - N. 4	309 6 0	73	37 9 0
510	Bolton-on-Dearne - N.	54 0 0		
497	Boothbanks N. 5	- - -	65	43 3 10
514	Boston, Clifford, and Bramham - W. 3	168 17 6	74	27 11 0
514	Boston Spa - N. 11	355 0 0	107	59 13 0
499	Bowling, Chapel Green Ch. 2	- - -	61	29 14 7
499	Bowling, St. John's - N. 1	- - -	236	96 10 2
499	Bowling, St. Stephen's - N. 3	226 7 6	131	69 1 6
489	Bracewell - N. 3	52 19 0	21	10 6 0
499	Bradford, All Saints' - N. 3	- - -	199	96 3 8
499	Bradford, Borough, West B 4	458 0 0	325	172 9 6
499	Bradford, Bowling, Essex Street - B. 7	- - -	151	73 2 8
499	Bradford, Broomfield's Industrial -	763 0 0		
499	Bradford, Ch. Ch. - - N. 3	454 10 0	179	73 15 10
499	Bradford, Daisy Hill - N. *a*	300 0 0		
499	Bradford, Lister Hills, Independent Chapel.			
499	Bradford, Hill Top, Low Moor, Infts. N. 5	255 10 0	92	28 14 7
499	Bradford, Low Moor Boys and Girls - N. 5	- - -	132	66 11 2
499	Bradford, Manchester Road, Model Factory - - N. 3	1,975 0 0	472	265 10 6
499	Bradford, Messrs. Walker's Factory - - N. 3	- - -	123	77 4 4
499	Bradford, New Leeds - N. 1	357 0 0	244	108 13 4
499	Bradford, Richmond Terrace - W. 4	394 2 6	69	27 4 10
499	Bradford, St. Andrew's - N. 3	1,194 0 0	371	230 12 8
499	Bradford, St. James' - N. 3	- - -	73	24 15 10
499	Bradford, St. Joseph's - R. 10	- - -	334	169 17 0
499	Bradford, St. Jude's - N. 3	474 10 0	182	*b* 103 3 4
499	Bradford, St. Marie's - R. 10	- - -	453	167 17 0
499	Bradford, St. Patrick's - R. 10	622 0 0	260	96 11 8
499	Bradford, Stott Hill - N. 3	- - -	482	313 16 2
499	Bradford, Tong Street N. 3	- - -	178	66 1 8
499	Bradford, White Abbey Road W. 4	- - -	273	169 12 2
527	Brafferton - N. 3	440 0 0	24	3 0 0
514	Bramham - Ch. 3	- - -	59	24 9 0
500	Bramley, Leeds - N. 9	398 0 0	333	160 16 2
500	Bramley (Leeds) - W. 3	- - -	107	65 16 0
509	Bramley, near Rotherham N.		82	29 13 6
500	Bramley Whitcote - N.	125 0 0	265	134 14 2
509	Brampton Bierlow - N. 5	- - -	78	24 15 0
509	Brampton Bierlow, Infant - 5	- - -	211	91 6 0
527	Brandsby - Ch. 4	- - -	196	85 4 0
518	Brantingham-cum-Elleker - - N. 2	70 0 0	60	28 11 6
526	Brawby - N.	66 0 0	23	8 3 8
505	Bretton, Monk - N. 7	200 0 0	54	35 12 6
503	Bretton, West - N. 7	- - -	151	77 2 2
524	Bridlington N. 5	178 5 0	23	7 5 10
524	Bridlington, Infants - N. 5	400 0 0	72	40 11 6
524	Bridlington Quay Ch. Ch. N. 5	330 0 0	186	86 0 6
524	Bridlington Quay, Inft. N. 5	- - -	144	53 10 0
524	Bridlington Quay - - B. *c*	*100 0 0	77	32 15 2
524	Bridlington Quay - - W. 5	17 11 0	95	40 15 6
498	Brighouse - - N. 5	*150 0 0	53	37 9 4
		369 7 6	325	134 4 2
497	Brockholes - N. 6	*64 0 0	48	14 13 4
534	Brompton - B. 5	190 0 0	57	30 1 6
498	Brookroyd Mills - B. 9	- - -	96	38 13 0
517	Broomfleet - N.		20	5 15 0
504A	Brotherton - N. 3	- - -	120	94 15 1
532	Brotton - N. 5	184 0 0	87	14 5 6
			104	45 13 2

a School sold. *b* Due, but not paid. *c* School not existing.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
489	Broughton - R. *a*			
539	Brompton-on-Swale - N. 3	- - -	44	21 17 6
489	Buckden - Ch. 9	- - -	39	27 4 6
			6	2 10 0
526	Bulmer, Lord Carlisle's - Ch. 5	- - -	31	23 0 6
500	Burley, near Leeds - N. 5	353 0 0	102	83 16 0
493A	Burley in Wharfdale (near Otley) N. 10	30 4 10	66	39 0 10
			16	6 0 0
493A	Burley Township - - B. *b*			
501	Burmantofts, St. Stephen's N. 6	559 0 0	292	122 10 6
535	Burneston, Endowed - N. 4	70 0 0	53	27 6 10
497	Burnlee - N. 5	100 0 0	63	33 4 10
524	Burton Agnes, Boys - - N.	*48 0 0		
524	Burton Agnes, Girls - - N.			
518	Burton, Bishop - Ch. 1	291 0 0	50	17 10 0
518	Burton Cherry - Ch. 1	- - -	31	23 5 0
536	Burton Constable - N. 3	- - -	26	17 9 6
536	†Burton Constable - R.			
521	Burton, St. Peter's - P. 11	- - -	46	20 7 6
537	Burton, West W. 4	- - -	26	6 15 8
526	Burythorpe All Saint's Ch. 4	- - -	25	3 4 7
501	Busling-thorpe - N. 9	918 0 0	221	94 20 2
			142	74 11 8
499	Buttershaw N. 2	- - -	29	7 0 10
	Calder Farm Industrial Reformatory.			
539	Caldwell - Ch. 3	- - -	43	31 4 6
499	Calverley - N. 4	- - -	60	39 15 4
			12	4 8 5
499	Calverley, New, Infants - N. 4	270 0 0	53	25 0 6
499	Calverley - W. 2	- - -	57	24 8 0
			13	3 14 2
510	Campsall Norton - Ch. 1	295 6 6	41	20 5 4
510	Cantley - N.	88 0 0		
510	Carcroft (in Owston) - N. 1	53 0 0	55	33 0 4
489	Carleton (in Skipton) Girls - - N. 4	- - -	81	6 16 7
513	Carlton - R. *c*			
536	Carlton in Coverham - N.	*55 0 0		
513	Carlton in Snaith - Ch. 3	- - -	90	59 8 10
528	Carlton Miniott - N.	73 10 0		
535	Carthorpe Village, Mixed - 4	- - -	58	44 10 8
			10	3 11 8
504A	Castleford - N.	*39 0 0		
504A	Castleford - W. 6	396 0 0	231	90 16 8
	Castle Howard Reformatory.			
522	Catwick - N.	45 0 0		
517	Cave, North, Boys - - N. 2	- - -	—	41 10 0
517	Cave, North, Girls - - N. 2	- - -	78	52 1 4
517	Cave, North W.			
518	Cave, South, Mrs. Barnard's, Girls - - 2	- - -	30	14 9 4
518	Cave, South, Cross - - Ch. 2	- - -	46	22 9 4
513	Cawood.			
506	Cawthorne - N. 8	- - -	62	31 15 8
			16	6 0 0
498	Charlestown, St. Thomas' N. 10	452 0 0	209	96 4 5
			26	9 3 0
497	Choppards in Holmfirth - N.	*80 0 0		
516	Church Cat-ton - - P.			
514	Church Fen-ton - - N. 1	*40 0 0	39	10 14 1
	" " - "	12 0 0		
488	Clapham - Ch. 3	- - -	65	29 8 11
499	Clayton - N. 2	627 0 0	161	84 8 4
			49	14 15 10
499	Cleckheaton N. 1	*200 0 0	294	124 10 4
	" "	367 12 0		
499	Cleckheaton B. 7	*175 0 0	161	42 14 0
514	Clifford - N. *a*			
514	Clifford, St. Edmund's - R. 11	- - -		*d*
514	Clifford, St. Joseph's - R. *e*			
515	Clifton - N.	33 0 0		
532	Coatham - Ch. 2	- - -	112	53 1 10
			12	3 0 0
498	Coley - N. 12	225 0 0	93	65 11 0
498	Coley, North Owram - Ch. 11	- - -		*d*
510	Conisborough, Infants - N.			
489	Coniston, Cold - - Ch. 3	- - -	43	20 6 4
489	Cononley - N. 4	110 0 0	41	23 3 10
519	Cottingham N. 12	*100 0 0	164	78 0 2
494	Cottingley - B. 7	- - -	77	42 14 6
			32	12 0 0
497	Cowcliffe and Netheroyd Hill - - N. 6	297 0 0	52	24 15 4
489	Cowling, Cross Hills - - N.	192 0 0		
534	Cowton, East N. 2	50 0 0	81	33 5 10
527	Coxwold - Ch. 4	- - -	64	41 19 0
535	Crakehall - N. 3	- - -	43	19 10 4
527	Crayke - N. 4	- - -	49	34 9 4
503	Crigglestone Ch. 4	- - -	118	30 14 5
			23	5 0 7

a Removed from inspection.
b School pulled down.
c School discontinued.
d Due, but not paid.
e School temporarily closed.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
540	Croft - - N. 2	184 2 6	109	49 12 6
507	Crooke's Endowed - 7	- - -	286	156 5 6
497	Crosland Moor, Methodist - F.C. 9	- - -	133	44 18 8
			22	6 11 8
497	Crosland, South - N. 5	*115 0 0	77	38 19 8
			54	22 15 0
507	Cross Pool - N.			
495	Cross Stone N. 12	286 10 0	132	59 0 10
494	Cullingworth N.	152 0 0		
494	Cullingworth W. 6	722 0 0	107	65 0 10
491	Dallowgill - N. 5	- - -	25	18 15 0
539	Dalton-in-Kirby-Ravensworth - N.	*37 0 0		
	" " - "	45 0 0		
528	Dalton-in-Topcliffe - N.			
523	Dalton, North N. 1	- - -	54	26 16 10
532	Danby - - N. 5	- - -	101	63 7 2
505	Darfield - N.	116 19 11		
490	Darley - - B. 3	- - -	44	26 18 6
508	Darnall - N. 11	*144 0 0	150	57 2 8
			190	82 13 9
504A	Darrington - N. 5	234 0 0	68	31 2 2
506	Deepcar - N. 11	226 0 0	73	51 10 8
496	Delph - - W. 7	- - -	85	23 0 8
506	Denby - - N. 11	261 5 0	97	43 10 3
			88	14 1 6
499	Denholme Gate - - N. 5	288 0 0	188	115 6 7
487	Dent - - N. 5	210 13 4	75	39 10 8
			175	87 10 2
502	Dewsbury - R. 10	- - -	118	45 16 3
502	Dewsbury (Middle Parish) - N. 4	919 0 0	339	198 13 10
			21	6 7 6
502	Dewsbury Moor - N. 4	- - -	80	39 7 0
			13	3 19 2
502	Dewsbury Moor, Sunday -	*110 0 0		
502	Dewsbury, West Town N. 4	670 18 6	151	63 8 0
			21	9 2 6
491	Dishforth - N 5	- - -	43	24 5 0
496	Dobeross - Ch. 7	- - -	66	26 1 1
			12	3 5 0
505	Dodworth, Town (Boys) N. 12	- - -	—	*b*
505	Dodworth, Girls and Infants N. 12	253 9 4	132	53 5 3
			8	2 11 8
510	Doncaster - B. 4	*300 0 0	325	159 11 8
	" - "	194 10 0	—	*c*39 0 0
510	Doncaster - N. 5	270 0 0	333	162 3 4
510	Doncaster, Ch. Ch. - N. 5	500 10 0	409	220 17 10
510	Doncaster (Gt. Northern Railway Company's) N. 5	- - -	518	259 7 6
510	Doncaster - R. *d*			
489	Draughton - N. 3	100 0 0	20	*e* -
523	Driffield (Great) - N. 4	672 15 0	288	130 7 0
515	Dringhouses, St. Edward's N. 3			
519	Drypool - Ch. 10	692 10 5	427	213 6 11

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
526	Duggleby - N. 4	- - -	38	16 19 0
515	Dunnington N. 3	- - -	80	39 9 4
492A	Dunsforth - N.	209 0 0		
502	Earl's Heaton N. 2	314 15 0	113	53 5 0
521	Easington (near Hull) N. 11	281 2 0	49	20 2 6
532	Easington (nr. Redcar) N. 6	*28 0 0	60	40 12 0
527	Easingwold N. 2	94 10 0	79	31 19 9
527	Easingwold - W. 2	- - -	47	21 9 10
499	Eastbrook - W. 4	- - -	315	162 3 6
512	Eastoft - N.	83 10 0		
517	Eastrington N.	98 10 0		
494	Eastwood, St. Mary's - N. 10	432 0 0	*f*15	5 2 6
			114	42 9 7
			48	9 18 4
507	Ecclesall - N. 7	*100 0 0	107	38 13 10
	" - "	254 0 0		
507	Ecclesall, Greystones N. *g*			
507	Ecclesall, Parsonage, Girls - Ch.			
506	Ecclesfield, Feoffees - 1	- - -	84	34 1 10
506	Ecclesfield, High Green B. 10	438 0 0	288	140 3 0
506	Ecclesfield, Parson Cross N. 8	147 18 9	84	41 17 7
			10	3 12 5
506	Ecclesfield, Rawson's, Infants - 1			
506	Ecclesfield, Shire Green, (Penmure Hill) N. 1	205 8 0	58	25 13 4
499	Eccleshill - N. 2	196 4 5	113	56 19 4
499	Eccleshill, Congregational - 7	- - -	41	11 17 3
			14	1 15 0
493A	Eccup - N.	76 0 0		
498	Elland - N. 12	543 19 8	256	177 10 8
			40	12 18 4
			82	41 1 2
498	Elland Edge N. 12	- - -	28	12 0 0
504B	Elmsall, South W. 6	323 10 0	61	33 1 6
505	Elsecar - N. 7	222 0 0	196	98 9 4
			35	11 15 10
489	Embsay - N. 4	183 0 0	86	42 15 6
515	Escrick - N. 3	- - -	93	38 1 4
532	Eston Junction - 9	- - -	92	34 9 0
518	Etton - - N. 2	292 0 0	66	43 3 6
518	Etton, Inft. N.	91 0 0		
516	Fangfoss - N. 1	168 10 0	33	22 19 6
529	Farndale - Ch.			
500	Farnley Iron Works - N. 6	- - -	257	150 0 6
			74	28 10 0
493B	Farnley - N. -	336 0 0		
497	Farnley Tyas N. 7	- - -	77	38 7 4
499	Farsley, St. John's - N. 4	502 17 0	196	50 15 2
499	Farsley, Wesleyan, Free Ch. 3	- - -	109	47 6 6

a For two years. *b* Due, but not paid. *c* Retiring pension. *d* School closed. *e* Refused under Art. 51 *d*.
f Evening school grant for 1868. *g* Merged into Ecclesall N.S.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
504B	Felkirk Brierley - Ch.	163 13 2		
504A	Ferrybridge Infant - Ch. 3	- - -	62	17 4 5
			25	7 14 4
525	Filey - - N. 6	- - -	65	33 6 2
			22	8 0 0
525	Filey - - W. 5	663 0 0	199	104 9 4
524	Flamborough N. 5	100 0 0	94	38 4 10
503	Flockton Grammar (late Denby Grange) - N. 7	300 0 0	104	51 10 6
			17	6 15 10
503	Flockton (Manor House) B. *a*			
526	Foston - - N 5	25 0 0	35	21 7 6
523	Foxholes - P. 4	- - -	58	40 10 6
			12	4 11 8
538	Fremington, Endowed - Ch. 3	- - -	—	*b*
516	Friday Thorpe N.	26 0 0		
523	Frodingham, North - N. 4	137 5 0	111	58 16 0
515	Fulford, Mixed 6	35 0 0	83	47 2 8
507	Fulwood - N.	45 0 0		
531	Fylingdales - N. 6	150 0 0	54	23 16 10
504A	Garforth - N. 10	- - -	90	49 13 8
504A	Garforth - N. 3	- - -	88	52 12 2
489	Gargrave - N. 3	260 19 8	175	97 7 6
489	Gargrave, St. Mary's - R. 9	- - -	39	20 3 2
			c 39	20 15 0
487	Garsdale - N.	54 0 0		
512	Garthorpe - N. *d*			
523	Garton-on-the-Wolds Ch. 4	- - -	83	51 19 8
505	Gawber Town - Ch. 12	390 0 0	92	61 8 9
502	Gawthorpe - N.	171 16 8		
488	Giggleswick N. 2	125 0 0	89	39 13 4
500	Gildersome - N. 2	*73 0 0		
		33 0 0		
500	Gildersome - R. 1	- - -	74	35 14 0
529	Gilling - N. 3	208 0 0	89	56 5 2
499	Girlington, St. Philip's N. 2	- - -	125	62 2 0
			21	6 9 2
508	Gleadless - Ch. 12	263 4 10	130	59 6 2
			23	6 5 10
497	Golcar - N. 7	- - -	237	116 7 4
			73	26 19 2
492B	Goldsbrough N. 3	- - -	35	24 9 6
502	Gomersall, Little - N. 1	170 0 0	126	62 16 4
512	Goole - - Ch. 4	- - -	37	3 15 0
512	Goole, St. John's - N. 4	371 5 0	191	86 7 6
512	Goole - - W. 11	- - -	128	59 13 6
489	Grassington N. 4	183 11 6	51	16 6 8
509	Greasborough Ch. 7	- - -	182	97 6 8
493A	Greenholme Mills - - B. 3	- - -	75	66 5 0
490	‡Greenhow and Bridge House Gate N.	- - -	175	106 11 10
498	Greetland - W. 9			
491	Grewelthorpe N.	*86 0 0		

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
508	Grimesthorpe N. 10	- - -	61	25 16 6
522	Grimstone - Ch. 11	215 0 0	26	16 10 0
514	Grimstone (Lady Londesborough's) N. *e*			
479	Grindleton - N. 3	*30 0 0	51	20 18 4
531	Grosmont - N. 6	184 10 0	73	38 19 0
532	Guisborough (Providence) Ch. 2	261 0 0	295	93 17 4
493B	Guiseley - N. 7	*160 0 0	165	80 14 0
493B	Guiseley, Wes. Methodist - 7	- - -	108	54 1 2
			11	3 12 6
538	Gunnerside - W. 4	- - -	70	51 7 2
			17	7 14 2
494	Hainsworth - B.	*40 0 0		
498	Halifax (Copley Factory) Ch. 11	- - -	270	158 2 10
			31	9 10 10
498	Halifax (Great Albion St.) B. 9	350 0 0	369	209 14 6
			468	244 11 2
498	Halifax, Haley Hill Shed N. 11	- - - *c*	166	41 18 4
			504	268 6 10
			158	44 5 0
498	Halifax (Orange St.) W. 9	816 0 0	246	125 17 6
498	Halifax (Queen's Head or Queensbury) N. 11	700 0 0	289	185 15 2
			55	22 7 6
498	Halifax, St. Augustine's N. 11	- - - *c*	212	34 0 2
			50	5 13 4
			248	101 17 0
			43	14 9 2
498	Halifax, St. James', Cross Hills - - N. 10	432 0 0	172	93 1 0
			25	7 5 10
498	Halifax, St. James', Victoria St. - N. 10	*300 0 0	194	83 17 6
			9	2 12 6
498	Halifax, St. Mary's - R. 10	- - -	102	61 11 8
			74	37 1 8
498	Halifax, South-east Parish N. 11	513 0 0	507	248 12 10
498	Halifax, Holy Trinity N. 11	- - -	245	110 14 10
			24	5 8 4
498	Halifax, West Vale, Baptist 9	- - -	125	31 1 4
507	Hallam, Upper B.	*30 0 0		
492B	Hampsthwaite N. 10	307 0 0	77	7 19 10
508	Handsworth Woodhouse N. 12	- - -	83	43 15 4
508	Handsworth Woodhouse W. 10	- - -	109	54 6 6
502	Hanging Heaton - - N. 4	204 0 0	86	43 6 0
493A	Harewood - N. 10	- - -	119	72 6 0
534	Harlsey, East Ch. 11	- - -	48	31 13 8
529	Harome - Ch. 7	- - -	37	15 15 6
523	Harpham, Lowthorpe, and Ruston Parva Ch. 4	- - -	49	27 5 2

a School not existing. *b* Refused under Article 52 *d*. *c* For two years. *d* School closed.
e Removed from inspection.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
492B	Harrogate, High - N. 12	*100 0 0 202 0 0	164	75 4 4
492B	Harrogate, Low, St. Mary's - N.	*50 0 0		
492B	Harrogate - W. 7	- - -	44	16 0 6
498	Hartshead - N. 4	- - -	64	7 7 5
486	Harthill, Endowed - Ch. 10	- - -	56	30 8 10
537	Hawes - N.	151 0 0		
529	Hawnby - Ch.			
494	Haworth - N. 4	199 13 4	155	95 18 10
494	Haworth - B. *a*	*125 0 0	50	20 0 0
494	Haworth - W. 5	250 0 0	154	100 8 2
514	Hazlewood - R. 11	- - -	—	*b*
500	Headingley Glebe, Girls N.	45 0 0		
500	Headingley Town - N. 6	233 0 0	124	51 13 2
503	Heath - P. 2	- - -	65	26 15 0
502	Heckmondwike - N. 1	- - -	134 55	30 12 0 11 17 6
519	Hedon - N.	*90 0 0		
497	Helme - Ch. 8	- - -	56 8	42 11 0 2 16 8
507	Heeley - N. 7	- - -	97	44 15 2
529	‡Helmsley - N.			
529	Helmsley, Lord Faversham's - N. 7	- - -	35	18 3 10
529	Helmsley (Blackmoor) W. 6	- - -	58	32 5 0
504A	Hensall - P. 3	- - -	60	35 11 3
515	Heslington - N. 3	- - -	61	14 17 6
492A	Hessay - N.	45 0 0		
519	Hessle - N. 2	283 0 0	52	23 10 8
531	Hinderwell - N.			
497	Holme Bridge N. 5	384 13 4	78 45	42 8 10 17 13 5
499	Holme (Lane End) - - B.	*60 0 0		
517	‡Holme - - B.			
517	Holme - - W. 3	- - -	51	22 18 4
517	Holme on Spalding Moor N. 1	- - -	92	43 10 2
497	Holmfirth - N.			
497	Holmfirth - W. 4	- - -	137	62 6 0
497	Holmfirth, Hinchcliffe Mill - - W. 4	- - -	100	55 1 10
497	Honley - N. 6	513 0 0	271 31	148 19 4 8 19 2
502	Hopton, Upper - - Ch. 10	215 5 0	57 21	30 2 0 9 19 2
503	Horbury - N. 2	- - -	243	136 9 2
503	Horbury Bridge - Ch. 2	- - -	78 19	39 11 1 6 4 2
522	Hornsea - N. 3	200 0 0	96	41 9 6
493B	Horsforth - N. 6	433 12 6	108	50 9 0
493B	Horsforth Town, Infant.			
499	Horton, Great N. 2	1,294 0 0	250 82	136 5 6 28 1 8
499	Horton, Great, Primitive Methodist - 7	- - -	97 41	24 6 4 12 14 2
499	Horton, Great, High Street W. 4	1,250 0 0	274	170 12 8
499	Horton, Little (Bradford) - B. 7	- - -	52	24 4 0
504B	Houghton, Great - Ch. 3	97 17 6	67 12	35 12 2 3 18 4
526	Hovingham Ch. 5	- - -	63	26 16 0
517	Howden - W. 11	250 12 0	141	88 11 6
505	Hoyland - N. 12	- - -	123	88 17 8
506	‡Hoyland, High - N.			
506	Hoyland-swaine - N. 8	135 0 0	80 8	38 6 0 2 13 4
505	Hoyle Mill, Infants - N. 11	193 0 0	118 *c* 123	65 16 5 5 7 7
497	Huddersfield B. 9	*250 0 0	91	29 16 9
497	Huddersfield, Buxton Road W. *d*			
497	Huddersfield, Hill House Congregational Chapel - 7	- - -	117	50 3 0
497	Huddersfield, Longroyd Bridge - N. 6	- - -	302	134 18 5
497	Huddersfield, Northgate, Infants - N. 6	*170 0 0	138	34 19 7
497	Huddersfield, St. John's, Hill House N. 6	560 4 0	289	130 13 10
497	Huddersfield, St. Patrick's B. 10	- - -	181 40	99 8 8 36 10 10
497	Huddersfield, St. Paul's - N. 6	711 0 0	487	267 17 4
497	Huddersfield, St. Peter's (Seed Hill) N. 6	206 0 0	404	263 15 8
497	Huddersfield, Holy Trinity N. 6	82 10 0	221 16	112 18 0 4 16 8
519	Hull, Albion Congregational - 12	- - -	—	
520	Hull, Canning Street - R. *d*			
520	Hull, Day Street - B. 11	- - -	303	129 0 8
520	Hull, Edward Street (Dock Green Head) B. *d*	*305 0 0		
519	Hull, George Yard - - W. 11	- - -	133	45 11 1
519	Hull (Holderness Ward) B. 11	*200 0 0	—	*b*
520	Hull, Nautical 9	- - -	83	55 10 8
520	Hull - - U.			
520	Hull, Port of, Society's Sailor's Orphan.			
520	Hull, Ragged Industrial -	1,277 0 0		

a School extinct. *b* Due, but not paid. *c* For two years. *d* School closed.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
519	Hull, St. Charles' (Pryme St.) Boys and Infants - R. 10	1,085 0 0	—	*a*
520	Hull, St. James' - N. 9	908 10 0	311	140 2 10
520	Hull, St. John's - N. 9	529 0 0	341	156 17 8
520	Hull, St. Joseph's, Anlaby Road - R. 10	- - -	—	*a*
519	Hull, St. Mark's - N. 9	1,097 0 0	535	156 9 6
			75	24 7 6
520	Hull, St. Mary's, Infants N.	*187 0 0		
519	Hull, St. Mary's, Wilton Street - R. 10	925 4 0	86	46 8 5
			73	28 9 9
520	Hull, St. Stephen's, Boys - - N. 9	396 10 0	335	182 1 4
520	Hull, St. Stephen's, Girls - - N. 9	541 0 0		
520	Hull, St. Stephen's, Mixed - N. 9	- - -	183	94 4 2
520	Hull, Salthouse Lane N. 9	470 0 0	391	182 16 8
			41	11 7 6
520	Hull, Savings Bank - - B.			
519	Hull, Scott Street - W. 11	- - -	79	36 6 4
519	Hull, Sculcoates, Ch. Ch. - - N. 9	474 0 0	322	177 17 8
519	Hull, Sculcoates, St. Mary's - N. 10	250 0 0	123	46 8 0
519	Hull, Sculcoates, St. Paul's, Boys N. 10	573 0 0	167	83 14 10
			14	3 6 8
519	Hull, Sculcoates, St. Paul's, Girls Ch. 10	*100 0 0	179	92 9 2
	" "	16 0 0		
520	Hull (South Myton) - W. 11	759 4 0	—	*a*
520	Hull, Holy Trinity (Vicar Lane) - N. 9	940 0 0	300	146 18 0
			23	7 14 2
520	Hull, Trippett, Industrial - Ch. 9	605 0 0	207	87 19 8
			17	4 19 2
524	Hunmanby P. 4	- - -	142	88 16 10
492D	Hunsingore N. 3	- - -	63	40 14 10
515	Huntington - P.			
5*6	†Hunton - Ch.			
527	Husthwaite - N. 5	*40 0 0		
	" "	53 14 5	50	34 17 0
523	Hutton Cranswick - - N. 4	108 10 0	131	76 7 8
533	Hutton-in-Rudby - N. 5	*80 0 0		

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
532	Hutton, Low Cross - - B. 11	640 0 0	50	19 1 4
526	Hutton's Ambo - N. 5	115 0 0	26	13 0 0
499	Idle - - N. 1	300 6 0	161	88 0 10
			47	15 19 2
499	Idle - - W. 1	- - -	155	93 12 6
533	Ingleby Arncliffe - - Ch. 4	- - -	45	28 6 6
			10	2 1 8
488	Ingleton - N. 3	217 16 3	119	82 6 10
494	Ingrow - N. 10	311 2 0	180	103 9 2
			15	4 10 10
505	Jump, Mixed Ch. 7	- - -	99	36 10 8
494	Keighley - B. *c*	*81 0 0		
494	Keighley - N. 10	*650 0 0	435	286 9 4
494	Keighley, St. Ann's - - R. 9	225 0 0	130	60 10 10
			27	10 14 2
494	Keighley - W. 5	- - -	304	150 13 10
494	Keighley (Wesley Place) - W. 5	316 0 0	152	89 7 6
489	Kelbrook - N.	50 0 0		
506	Kexbrough, Infant - - 8	- - -	35	7 12 1
515	Kexby - - N. 3	- - -	42	30 17 6
521	Kevingham - N.	*35 0 0		
528	Kilburn - N. 3	12 10 0	25	7 4 10
528	Kilburn - W. *b*			
489	Kildwick - N. 4	- - -	62	32 8 2
523	Killham - N.	150 0 0		
492B	Killinghall - N. 10	- - -	42	23 6 11
509	Kilnhurst - N. 2	*50 0 0	69	29 15 0
			12	4 1 8
509	Kimberworth - - N. 9	751 0 0	224	110 12 4
498	Kingcross, St. Paul's - N. 10	596 0 0	302	148 5 2
529	Kirby Moorside - - N. 7	- - -	81	32 17 0
492A	Kirby-on-the-Moor - Ch. 3	177 10 0	50	22 17 4
516	Kirby under Dale - - N. 5	- - -	34	22 6 6
523	Kirkburn - N. 4	305 4 0	30	13 0 4
497	Kirkburton, Boys - N. 5	29 0 0	98	26 10 0
			34	14 5 0
497	Kirkburton, Girls - N. 5	107 10 0	86	47 3 4
497	Kirkburton - W. 9	- - -	93	47 19 10
			16	5 8 4
535	Kirkby Fleetham - - N.		—	
491	Kirkby Malzeard - - N. 5	190 0 0	63	28 17 11
530	Kirkby Misperton - N.	*50 0 0		
	" "	112 0 0		
539	Kirkby Ravensworth - N.	40 0 0		
519	Kirk Ella - N. 2	335 8 0	91	36 0 0
497	Kirk Eaton - N. 7	453 0 0	186	89 1 4
535	Kirklington P. 10	- - -	37	24 17 6
504B	Kirksmeaton N. 3	75 0 0	—	*d*
500	Kirkstall, Infants - - N. 5	- - -	86	40 16 6
500	Kirkstall, St. Stephen's - N. 5	490 0 0	290	115 13 10

a Due, but not paid. *b* Removed from inspection. *c* School closed. *d* Not inspected in 1869.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
487	Kirkthwaite Ch. 5	- - -	33	15 12 2
492B	Knaresborough - N. 12	*135 0 0	280	145 16 4
	" - "	57 10 0		
492B	Knaresborough, St. Mary's - R.			
528	Knayton - N. 11	- - -	35	16 19 4
504A	Knottingley N. 1	404 0 0	84	32 17 6
504A	Knottingley W. 7	- - -	110	50 7 6
533	Langbaurgh, West - - P. 4	116 7 6	168	112 5 6
			4	1 15 0
488	Langcliffe - N. 3	- - -	79	45 1 6
523	Langtoft - N.	53 0 0		
534	Langton-on-Swale, Village (or Endowed).			
509	Laughton-en-le-Morthen, Endowed - N.	78 16 6		
517	Laxton - Ch. 2	- - -	60	42 12 4
493B	Leathley - N. 4	- - -	29	13 17 8
526	Leavening - N. 5	- - -	42	20 7 6
518	Leconfield - Ch. 2	130 0 0	43	21 11 4
501	Leeds, All Saints' - N. 9	490 0 0	170	72 5 6
501	Leeds (Basinghall Street) B. 3	- - -	159	86 4 10
501	Leeds (Carver St.), St. Mary's, Infants - N. *a*	101 0 0		
501	Leeds, Ch. Ch. - - N. 9	370 0 0	226	90 17 0
501	Leeds (Darley St.) - - W. 3	782 0 0	429	235 12 6
			96	84 11 8
501	Leeds (Edgar Street) - B.	510 0 0		
500	Leeds, Holbeck, St. Matthew's N. 11	*250 0 0	146	60 9 0
	" " "	404 6 0		
500	Leeds, Holbeck - - W. 3	892 0 0	285	162 6 10
			66	28 13 4
500	Leeds, Hunslet - N. 6	662 16 9	374	168 10 8
500	Leeds, Hunslet, St. Joseph's R. 10	- - -	—	*b*
500	Leeds, Hunslet, St. Jude's, Pottery Fields - N. 6	950 0 0	237	125 14 2
			19	6 19 2
500	Leeds, Little Holbeck (Marshall's Factory) - - N. 6	- - -	910	554 18 8
			51	17 15 10
501	Leeds (Little London), St. Matthew's N. 5	*75 0 0	315	164 5 2
	" " "	666 15 8		
501	Leeds, Mill Street - B.			
500	Leeds (Pottery Fields) - W. 1	916 0 0	235	98 9 4
501	Leeds, Quarry Hill, St. Mary's - N. 5	*120 0 0	351	153 14 6
	" " "	228 14 0	17	5 2 6

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
501	Leeds, Richmond Hill - W. 1	- - -	230	93 10 0
			14	4 0 0
501	Leeds, St. Andrew's - N. 9	714 5 0	368	179 11 2
			54	18 10 0
501	Leeds, St. Anne's - R. 10	- - -	405	217 4 4
			63	31 10 10
501	Leeds, St. George's - N. 5	1,251 12 0	533	281 7 2
			22	7 6 8
501	Leeds, St. James' - - N. 5	500 0 0	173	66 12 0
501	Leeds, St. John the Baptist - N. 5	561 6 8	232	104 18 0
			14	6 11 8
501	Leeds, St. John the Evangelist N. 9	485 0 0	224	110 7 4
			11	2 10 10
501	Leeds, St. Luke's - Ch. 5	650 0 0	316	142 15 6
			23	9 12 6
501	Leeds, St. Luke's (Sheepscar) - - N. *c*	50 0 0		
501	Leeds, St. Marie's - R. 10	402 0 0	411	166 14 4
			102	43 1 8
501	Leeds, St. Patrick's - R. 10	- - -	235	112 10 5
			56	28 5 9
501	Leeds, St. Paul's - N. 9	434 5 0	177	76 16 10
			10	3 10 0
501	Leeds, St. Peter's - N. 5	2,750 0 0	653	328 8 10
			108	43 18 4
501	Leeds, St. Peter's Sq. - N. 10	- - -	156	73 2 0
501	Leeds, St. Philip's - N. 4	518 6 8	177	79 16 4
501	Leeds, St. Saviour's - N. 6	*408 0 0	252	117 12 8
501	Leeds, St. Simon's - 9	1,030 0 0	373	167 6 6
501	Leeds, St. Thomas' (Leyland's) - N. 6	505 0 0	132	56 13 8
501	Leeds, Woodhouse, (Feather Hill) St. Mark's - N. 5	560 4 0	398	202 10 2
501	Leeds (School Street) - W. *c*			
535	Leeming - N. 3	81 0 0	88	57 8 8
494	Lees - - W. 5	480 0 0	119	73 0 10
497	Lepton - N. 6	463 0 0	166	88 6 4
			83	30 8 10
518	Leven - - Ch. 2	- - -	64	24 3 9
518	Leven - - B. *c*			
536	Leyburn Thornborough Charity - 3	- - -	63	35 16 16
499	Lidgett Green B. 4	*100 0 0	185	118 13 2
	" " "	12 16 7		
499	Lidgett Green, Sunday - *d*	*101 9 0		
498	Lightcliffe, Bramley Lane - - B. 7	- - -	52	19 4 11
497	Lindley - N. 5	480 15 0	250	128 10 4
			46	17 3 4
497	Lingards - N. 5	84 19 6	95	45 1 2

a Now forms part of Quarry Hill, St. Mary's. N.S. *b* Due, but not paid.
c Removed from inspection. *d* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount. £ s. d.
	YORKSHIRE—*cont.*			
497	Linthwaite - N. 5	- - -	36	34 2 8
			22	8 16 0
527	‡Linton-on-Ouse. - N.			
502	Liversedge, High Town N. 2	142 0 0	137	67 15 0
518	Lockington - N. 2	81 0 0	44	*a*
497	Lockwood - N. 7	*69 0 0	185	90 4 0
	" - "	679 16 4		
503	Lofthouse, Ch. Ch., near Wakefield - N. 1	200 0 0	180	88 16 6
532	Lofthouse, Infant - B. 11	- - -	70	26 0 6
503	‡Lofthouse - W.			
532	Lofthouse (Zetland) - P. 11	- - -	90	37 18 5
516	Londesborough Ch. 1	- - -	41	28 5 0
497	Longwood, Infants - N. 7	150 0 0	70	32 14 4
			7	2 5 10
489	Lothersdale N.	40 0 0		
506	Lound - - N. 10	276 0 0	138	63 2 10
499	Low Moor - W. 6	- - -	219	99 3 2
498	Luddenden - N. 10	- - -	137	78 8 8
518	Lund - - N. 11	- - -	58	20 3 11
531	Lythe - - N. 6	- - -	94	59 16 10
509	Maltby - N. 2	29 0 0	—	52 5 0
			56	27 16 0
526	Malton, New N. 1	400 0 0	160	79 19 4
526	Malton, New, Boys - - B. 3	- - -	94	50 12 6
526	Malton, New, Infants - R. 3	*150 0 0	121	46 16 11
526	Malton, Old N. 1	- - -	101	56 9 2
540	Manfield - Ch.	275 0 0		
499	Manningham (St. Paul's) - N. 1	1,046 0 0	312	158 12 6
			58	13 6 8
514	Manston Colliery and District - Ch. 6	169 10 0	78	40 1 8
503	Mapplewell - B. 10	- - -	89	38 11 8
516	Market Weighton - - N. 1	184 0 0	146	84 9 6
497	Marsden - N. 8	805 0 0	208	93 9 8
			17	5 7 6
532	Marske - N. *c*			
532	Marske, New B.	247 7 6		
532	Marske, Zetland 11	- - -	194	90 11 10
514	Marston, Long - - N. 1	- - -	67	31 14 4
533	Marton-in-Cleveland, Capt. Cook's Memorial - 5	- - -	73	33 14 6
492A	Martin-cum-Grafton - Ch.	227 2 2		
509	Masborough N. 9	- - -	340	122 12 6
509	Masborough, St. Bede's - R. 9	- - -	192	91 16 0
			32	3 19 1
535	Masham (Charity) - N. 10	128 7 2	78	35 9 1
500	Meanwood - N. 9	- - -	160	4 2 10
500	‡Meanwood - W. *d*			
538	Melbecks - N. 3	341 0 0	41	20 7 10
539	Melsonby - W. 4	280 0 0	85	48 0 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount. £ s. d.
	YORKSHIRE—*cont.*			
497	Meltham - N. 8	*52 0 0	246	125 16 4
	" - "	110 0 0	46	18 18 4
497	Meltham - B. 7	- - -	115	50 0 0
			34	14 0 0
497	Meltham Mills - N. 8	315 0 0	162	104 15 0
			19	6 10 10
493A	Menston, St. John the Divine - N.			
504A	Methley, Boys N.			
504A	Methley, Girls N. 4	316 4 0	68	31 19 2
			147	79 9 0
510	Mexborough N. 4	125 0 0	14	3 18 4
536	Middleham, Boys - Ch. 12	- - -	*e* 57	35 6 4
			70	44 16 6
541A	Middlesborough-on-Tees - B. 11	*150 0 0	*e* 45	16 6 4
	" "	498 13 4	90	38 8 0
541A	Middlesborough-on-Tees, Girls and Infants B. 11	- - -	203	83 18 2
541A	Middlesborough, St. John the Evangelist's N. 9	1,270 2 6	513	228 0 0
541A	Middlesborough, St. John's, Barracks.			
541A	Middlesborough St. John's, Lower East St. N. *f*			
541A	Middlesborough, St. Paul's - N. 9	470 5 0	310	114 14 11
532	Middlesborough-on-Tees, South Bank - - N. 9	- - -	73	32 16 2
541A	Middlesborough - W. 11	- - -	184	106 3 4
500	Middleton (Leeds) - Ch. 12	- - -	*e* 65	24 6 4
			66	27 13 10
539	Middleton Tyas - - Ch. 3	- - -	82	42 8 6
504A	Milford, South P. 4	- - -	51	26 6 10
502	Millbridge - N. 2	344 5 0	261	104 15 6
516	Millington - N.	179 8 0		
497	Milnsbridge N. 6	*100 0 0	159	78 12 8
	" - "	692 0 0		
492A	Minskip - Ch.	100 0 0		
502	Mirfield - P.			
502	Mirfield - W. 4	- - -	212	114 9 8
497	Mold Green B. 7	- - -	110	33 5 4
504A	Monk Fryston - - N. 4	436 0 0	91	40 12 0
			12	5 1 8
499	Moor Bottom N. 10	150 5 0	167	90 9 10
			e 43	11 0 10
			168	95 6 2
502	Morley - N. 1	- - -	73	29 19 0
			18	7 0 0
502	Morley, Town End - - N. 1	*75 0 0	60	27 12 10
			18	6 15 0
502	Morley - W. 9	- - -	367	195 6 8
494	Morton, East N. 7	131 18 5	85	58 13 10
			15	3 15 10
494	Morton, Riddlesden - - N. 4	120 0 0	54	30 9 0
			10	3 3 4
498	Mount Pellon, Ch. Ch. - N. 11	1,005 0 0	222	120 5 7

a No grant claimed. *b* Additional evening school grant for 1868. *c* Removed from inspection.
d School not existing. *e* For two years. *f* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargements, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
525	Muston - Ch.	199 0 0		
498	Mytholmroyd, (Halifax), St. John's - N. 7	- - -	80	47 10 0
523	Nafferton - N. 4	243 4 5	59	22 14 8
523	Nafferton - W. 5	232 11 6	70	29 7 0
			4	1 15 0
508	Neepsend - N. 7	745 4 0	291	140 12 8
523	Neswick, Girls N. *a*			
492A	Nether Poppleton - N. 3	60 0 0	52	24 16 0
518	Newbald - Ch. 1	- - -	89	43 3 10
517	Newby Hall (in Skelton) Ch. 5	- - -	48	29 7 0
519	Newland in Cottingham N. 11	221 10 0	*b* 76	27 16 10
			68	27 15 8
497	New Mill - N. 5	*95 0 0	114	69 8 8
	„	92 6 6	9	3 2 6
517	Newport - Ch. 2	- - -	58	27 7 0
497	Newsome - N.	*68 0 0		
479	Newton-in-Bowland - N.	81 6 8		
527	Newton-on-Ouse - N. 4	- - -	103	57 13 0
			17	7 4 2
532	Normanby (in Cleveland) N.	80 0 0		
503	Normanton N. 11	- - -	118	38 17 2
534	Northallerton N. 1	379 13 4	205	92 6 4
510	Norton - N.	52 0 0		
516	Nunburnholme N.	86 0 0		
529	Nunnington Ch. 4	- - -	34	22 12 0
499	Oakenshaw Ch. 9	- - -	103	45 5 4
494	Oakworth - N. 4	200 0 0	97	53 2 4
494	Oakworth, Infant - - W. 6	- - -	55	30 9 0
494	Oakworth, Sykes' Head W. 6	257 0 0	77	54 5 4
532	Ormesby, North, Pennyman's - - 9	- - -	199	82 18 8
534	Osmotherley N. 3	140 0 0	91	37 9 10
502	Ossett, Infants.			
502	Ossett, South N. 4	613 0 0	225	123 18 8
529	Oswaldkirk Ch. 5	- - -	32	*c*
493A	Otley - - N. 10	300 0 0	117	48 5 6
528	Otterington, South - Ch. 4	- - -	30	22 0 0
521	Ottringham Ch. *d*			
521	Ottringham W. 12	- - -	—	*e*
506	Oughtibridge N. 6	886 12 6	123	63 16 10
503	Oulton, St. John's - N. 10	- - -	113	51 8 8
492A	Ouseburn, Great - Ch. 3	- - -	56	36 6 8
492A	Ouseburn, Great, Infant - 3	- - -	31	16 1 10
503	Outwood, St. Mary Magdalene's - N. 2	- - -	85	37 19 10
			19	4 15 10
503	Overton - B.	79 0 0		
506	Owlerton - N. 6	88 16 8	99	45 14 4
498	Owram, North B.	200 0 0		
498	Owram, South N. 11	*125 0 0	*b* 107	39 17 0
			96	56 19 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargements, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
521	Owthorne - N. 11	84 0 0	30	10 2 6
494	Oxenhope - N.	208 0 0	49	21 5 3
			15	6 10 10
490	Pateley Bridge, Glass House Mill - W. 3	- - -	72	38 2 8
521	Patrington - N. 11	665 0 0	156	88 3 2
			10	4 15 0
506	Penistone - N.			
506	Penistone, St. John the Baptist - Ch. 5	- - -	62	27 19 11
			28	10 1 8
530	Pickering - N. 6	363 0 0	127	57 2 6
530	Pickering - W. 5	560 0 0	120	53 8 6
528	Pickhill - N. 4	185 0 0	60	36 5 6
508	Pittsmoor - N. 7	*140 0 0	389	170 2 8
	„	231 5 0		
516	Pocklington N. 1	631 0 0	127	49 17 1
516	Pocklington W. 3	171 2 6	85	38 4 4
504A	Pontefract, All Saints', Infants - N. 6	117 0 0	64	29 0 8
504A	Pontefract - N. 6	44 2 0	211	75 19 4
			25	6 16 0
504A	Pontefract, St. Joseph's R. 9	- - -	50	21 9 2
504B	Pontefract, The Grange, St. Mary's R. *a*			
504A	Pontefract - W. 6	*250 0 0	257	139 1 2
	„ „	108 0 6		
499	Pudsey, Far Town - N. 10	200 0 0	68	33 6 0
499	Pudsey, Low Town - - N. 10	260 0 0	79	41 10 6
498	Raggals - N. 10	- - -	102	59 1 6
497	Rashcliffe - Ch. 7	- - -	198	84 7 4
			33	9 15 5
527	Raskelfe - P. 4	- - -	65	34 7 0
498	Rastrick and Brighouse - B. 9	*150 0 0	271	132 18 8
498	Rastrick, Infant - 5	- - -	120	53 8 0
488	Rathmell, Endowed - N. 2	- - -	21	*f*
512	Rawcliffe - W. *a*			
493A	Rawdon, Boys N. 7	- - -	52	27 17 4
493A	Rawdon, Girls N. 7	- - -	68	32 13 2
509	Rawmarsh, Endowed Free Grammar - 6	250 0 0	84	*f*
509	Rawmarsh, Infants - N.	*54 0 0		
509	Rawmarsh, United Methodist F.C. 10	- - -	202	103 5 6
532	Redcar, Earl of Zetland's B. 11	523 0 0	114	56 19 8
532	Redcar, Infant, Earl of Zetland's - 11	- - -	74	37 16 0
508	Redhill - W. 10	- - -	363	162 11 6
538	Reeth, Low Row - - W. 4	- - -	107	56 16 6
			11	4 5 10

a School closed. *b* For two years. *c* No grant claimed. *d* School temporarily closed.
e Due, but not paid. *f* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
538	Reeth, The Friends - - 4	- - -	89	*a*
538	Reeth - - W. *b*			
502	Rehoboth, Congregational - B. 10	- - -	93 56	48 0 8 13 1 8
539	Richmond - N. 1	*50 0 0 209 15 0	210 —	99 10 6 *c*20 0 0
539	Richmond, Corporation - 1	- - -	69	29 18 8
539	Richmond, Infants.			
539	Richmond - R.			
539	Richmond - W. 4	- - -	89	37 1 4
526	Rillington - N. 1	87 0 0	79	39 13 10
402B	Ripley, Inft. N. 10	- - -	32	15 7 8
491	Ripon (Cathedral), Boys N. 5	238 7 6	138	86 16 0
491	Ripon, Girls N. 5	- - -	152	88 18 6
491	Ripon, Holy Trinity (Female Practising) N. 5	*147 0 0 97 0 0	146	71 1 6
491	Ripon, St. Wilfred's - R. 11	- - -		*d*
491	Ripon - - W. 3	- - -	96	53 10 6
493	Ripponden - N. 11	206 0 0	—	*d*
522	Rise - - N. *e*			
502	Robert Town N. 4	280 0 0	89	30 1 6
531	Robin Hood's Bay, Girls - N. 6	- - -	59	41 18 4
490	Rocking - N.			
492A	Rowcliffe - N. 3	- - -	43	29 14 0
521	Roos - - N. 11	- - -	75	37 10 6
509	Rotherham - N. 9	719 8 4	486	267 15 2
509	Rotherham and Masbro' B. 10	*349 0 0	158	60 17 4
509	Rotherham - W. 10	877 0 0	215	122 8 0
500	Rothwell - N. 10	488 15 0	274	130 5 10
496	Roughtown N. 5	- - -	82 82	43 19 8 10 5 0
534	Rounton, West N.			
505	Royston - N. 2	150 0 0	65	33 16 8
524	Rudston - N. 4	300 0 0	52	24 8 0
489	Rylstone District - - N.	75 0 0		
496	Saddleworth, Doctor Lane N. 8	- - -	70 13 73	24 4 5 0 16 3 44 8 0
496	Saddleworth P. 7	- - -	23	8 19 2
499	Saltaire Factory 1	- - -	330	244 0 0
532	Saltburn - B. 11	- - -	105	13 10 1
489	Salterforth - N. *f*	54 0 0		
498	Salterhebble, All Saints' N. 11	444 0 0	—	*d*
516	Sancton - R. 11	- - -	33	22 12 6
503	Sandal Magna, Girls - - 2	- - -	84	40 2 0
525	Scalby - - N. 6	180 6 6	80	40 3 2
497	Scammonden N. 7	74 19 0	44	23 6 4
528	Scampston - N. 1			
525	Scarborough N. 6	*85 0 0	419	201 8 8
	" "	1,418 0 0	28	11 18 4
525	Scarborough W. 5	753 0 0	225	108 19 4
499	Scholes - - N. 10	140 17 6	149	78 5 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
497	Scissett (or High Hoyland) - - N. 8	416 0 0	130 11	83 14 2 4 2 6
535	Scruton - N. 3	220 0 0	34	18 10 10
500	Seacroft - N. 4	258 0 0	135	66 4 6
487	Sedbergh - N.	130 0 0		
487	Sedbergh - B. 6	260 10 0	111	48 13 3
513	Selby, Abbey Church - N. 4	1,009 10 9	238	83 13 8
513	Selby Grey Coat. *g*			
513	Selby Subscription - 3	- - -	49	21 0 7
513	Selby - - W. 3	- - -	167	95 9 0
528	Sessay - - N. 3	- - -	61	40 3 4
488	Settle - - N. 2	- - -	141	88 1 6
526	Settrington - N. 4	- - -	70	30 7 4
500	Shadwell - N. 11	56 0 0	27	1 8 3
503	Shariston, Mixed School 2	- - -	51 12	14 4 1 3 1 8
491	Sharow - N. 5	264 11 6	74	35 12 0
508	Sheffield - B.	*250 0 0		
507	Sheffield, Brunswick Chapel - W. 10	- - -	265	110 9 8
508	Sheffield, Central (Carver Street) - N. 7	- - -	333	137 7 10
508	Sheffield, Ebenezer - - W. 10	- - -	249	128 17 0
508	Sheffield, Ellesmere Road - W. 10	- - -	542	254 2 6
508	Sheffield, Lancasterian - 10	- - -	407	192 6 2
508	Sheffield, Moorfields - - N. 6	- - -	115 92	55 18 10 9 13 4
508	Sheffield Park, St. John's - N. 7	346 6 8	285 84	138 17 4 37 18 4
508	Sheffield Park W. 10	538 0 0	279	108 3 6
508	Sheffield, Princes St. Wes. Meth. 11	- - -	128	49 4 2
508	Sheffield, Ragged and Industrial - 10	- - -	159	42 9 5
508	Sheffield, St. George's - N. 6	1,393 0 0	479	200 14 8
507	Sheffield, St. Jude's (Eldon Street) N. 6	623 5 0	259	102 9 4
508	Sheffield, St. Luke's, Dyer's Hill - - N.	700 0 0		
508	Sheffield, St. Marie's (Surrey Street) R. 9	*350 0 0 172 10 0	405	217 14 6
508	Sheffield, St. Mary's (Sheaf Gardens) - R.	974 10 0		
507	Sheffield, St. Mary's - N. 7	499 7 2	433	181 14 2
507	Sheffield, St. Mary's, Infants (Leadmill Road) - N. 7	459 0 0	116	56 10 10

a Refused under Article 52*d*. *b* School abandoned. *c* Retiring pension. *d* Due, but not paid.
e Removed from inspection. *f* School closed. *g* Merged into Selby Abbey Church Sch.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
508	Sheffield, St. Paul's - N. 6	230 0 0	329	143 1 2
508	Sheffield, St. Peter's (Parish Church) N. 6	600 0 0	388	202 8 0
			73	28 9 2
508	Sheffield, St. Philip's - N.	260 0 0		
508	Sheffield, St. Stephen's (Nether-thorpe) - N. 6	930 0 0	301	151 14 0
508	Sheffield, St. Vincent de Paul's - R. 9	842 15 0	538	271 7 6
			172	53 13 4
508	Sheffield, St. William's - R. 9	- - -	—	*a*17 5 9
			186	47 8 10
508	Sheffield, Surrey Street, United Methodist - F.C. 10	- - -	*b*100	42 2 4
			125	31 17 6
498	Shelf - - Ch. 2	318 12 6	178	84 11 2
			44	13 8 4
498	Shelf - - B.	*80 0 0		
497	Shepley, St. Paul's - N. 7	166 1 0	120	47 7 4
			41	12 7 6
514	Sherburn, Endowed - N.			
526	Sheriff Hutton N. 5	- - -	86	39 12 0
526	Sheriff Hutton W. 2	20 10 0	33	12 2 8
498	Shibden - Ch.			
499	Shipley - B. *e*	*60 0 0		
499	Shipley, St. Paul's - N. 2	765 0 0	220	120 6 0
492A	Shipton - Ch. 4	- - -	75	21 3 4
			10	2 11 8
492A	Sicklinghall - 12	- - -	23	17 1 0
522	Sigglesthorne N. 2	14 0 0	54	25 12 0
506	Silkstone - Ch. 8	- - -	95	41 17 10
506	Silkstone, Girls and Infants N. 8	237 0 0	74	40 5 2
489	Silsden - N. 4	*50 0 0	128	69 9 8
			48	13 10 0
489	Silsden - W. 6	337 0 0	79	40 5 8
539	Skeeby in Easby - N. 3	- - -	46	34 8 6
497	Skelmanthorpe N. 8	250 15 0	73	25 3 0
			46	15 18 4
497	Skelmanthorpe W. 4	- - -	56	20 18 4
			32	8 5 0
532	Skelton (Redcar) - - N. 5	- - -	132	58 13 2
515	Skelton, York N. 3	- - -	55	26 12 0
532	Skelton - W. 11	- - -	67	17 5 7
524	Skipsea and Ulrome - N. 4	75 0 0	52	25 10 8
524	†Skipsea - W.			
489	Skipton - N. 4	- - -	127	64 2 4
489	Skipton - E. 8	415 0 0	121	66 9 2
489	Skipton, Ch. Ch. - - N. 4	88 15 0	75	42 1 10
489	Skipton, St. Stephen's - R. 9	- - -	196	48 3 10
			22	6 15 0
489	Skipton - W. 6	- - -	120	65 16 10
532	Skirlaugh - N. 2	254 11 1	56	22 0 0
497	Slaithwaite, Lower, N. and Free (Night School) 5	348 0 0	219	116 4 8
			78	22 10 0
497	Slaithwaite, Old, Free -	197 0 0		
497	Slaithwaite, Upper - N.	200 12 0		
497	Slaithwaite, West - - N.	360 0 0		
523	Sledmere - N.			
531	Sleights, Eskdaleside, and Ugglebarnby N.	*55 0 0		
	" "	37 0 0		
526	Slingsby - Ch. 5	- - -	59	34 7 0
			5	1 10 10
526	Slingsby, Girls Ch. 5	- - -	48	20 11 2
525	Snainton - N. 6	- - -	68	34 4 2
512	Snaith - W. 11	334 0 0	119	69 8 10
498	Sowerby Bridge N. 7	*245 0 0	277	154 4 10
	" "	40 0 0	85	35 10 10
498	Sowerby Bridge W. 9	- - -	178	104 6 2
498	Sowerby (Chapelry) District N. 7	751 15 0	231	117 15 2
			64	23 19 4
528	Sowerby, near Thirsk N.	10 0 0		
498	Sowerby, St. George's - N. 7	201 6 8	243	149 1 8
			41	9 12 6
498	Sowerby, St. Mary's - N. 7	- - -	131	80 3 10
528	Sowerby, St. Oswald's - N. 1	- - -	36	15 17 4
498	Sowerby, Triangle - N. 7	409 0 0	111	57 16 6
517	†Spaldington Village - Ch. *d*			
536	Spennithorne Ch. 12	- - -	46	20 19 6
492C	Spofforth - N. 3	174 15 0	73	60 3 0
505	Staithborough, Hood Green N. 7	- - -	96	29 4 8
531	Staithes - N. *e*	100 0 0		
494	Stanbury-in-Haworth - N. *f*	87 0 0		
503	Stanley, St. Peter's - N. 2	257 0 0	99	48 13 6
500	Stanningley, St. Thomas N.	266 0 0		
506	Stannington N. 10	52 10 0	90	45 16 0
			20	7 13 4
506	Stannington, Hollow Meadow	212 0 0		
543	Startforth - Ch. 3	4 12 6	55	25 2 6
492A	Staveley - N.	70 10 0		
515	Stillingfleet N. 3	- - -	45	29 2 0
527	Stillington - N. 4	- - -	64	38 17 0
527	Stillington - W. 2	- - -	56	30 1 2
506	Stocksbridge Hall - - 10	- - -	67	45 14 0
515	Strensall N.			

a Additional for 1867. *b* For two years. *c* School discontinued. *d* School not existing.
e School temporarily closed. *f* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
490	Summer Bridge W. 3	- - -	47	28 6 0
521	Sunk Island P. 11	130 0 0	26	12 15 4
519	Sutton - - B. *a*			
512	Sutton (Hull) W. 12	- - -	—	*b*
516	Sutton-on-Derwent - N. 4	40 0 0	41	19 4 4
494	Sutton-in-Kildwick - N. 4	418 0 0	179	111 13 2
519	Sutton, St. James' (Hull) Ch. 11	325 0 0	33	48 7 2
522	Swine - Ch. 2	147 15 0	33	5 13 10
512	Swinefleet - N.	90 0 0		
512	Swinefleet - W. *c*			
509	Swinton - N. 4	466 10 8	196	82 2 6
514	Tadcaster (Boys) N. 1	- - -	71	20 17 11
514	Tadcaster - R. 11	- - -	—	*b*
491	Tanfield, West N. 5	- - -	40	25 0 0
506	Tankersley - N. 2	- - -	104	34 19 8
			12	4 5 0
500	Temple Newsam - - N. 4	125 0 0	113	62 0 8
528	Thirkleby - Ch. 4	- - -	31	10 17 8
528	Thirsk - - B. 3	*125 0 0	124	73 11 8
	"	130 0 0		
528	Thirsk, Girls P. 1	- - -	39	18 4 6
528	Thirsk, St. Mary Magdalene's - N. 1	225 15 0	71	42 13 6
515	Thorganby and West Cottingwith Ch. 3	- - -	42	15 0 0
			10	3 5 0
541A	Thornaby - N. 10	319 19 9	259	123 12 0
			58	19 3 4
514	Thorner - N. 3	- - -	42	7 6 6
514	Thorner - W. 2	- - -	58	36 12 6
503	Thornes, Mr. Gaskell's - *d*			
			192	109 3 2
			36	10 0 0
503	Thornes Lane N. 11	228 0 0	*e* 197	94 12 4
			20	7 10 0
502	Thornhill Lees N. 4	615 0 0	157	67 6 4
			31	8 2 6
499	Thornton N.	35 0 0		
530	Thornton-Dale N. 6	- - -	68	42 7 0
488	Thornton-in-Lonsdale - N. 3	- - -	30	20 0 0
528	Thornton-le-Moor - - Ch. 4	90 0 0	36	16 2 0
509	Thorpe Hesley N. 10	*147 0 0	122	67 11 10
509	Thorpe Hesley W. 10	- - -	104	50 16 0
436	†Thorpe Salvin N.			
506	Thurgoland N. 5	160 0 0	115	61 0 8
			17	6 14 2
506	Thurlstone - Ch. 5	- - -	130	60 9 2
			62	22 3 4
497	Thurstonland, Endowed - P. 7	108 8 0	77	37 18 0
			12	4 9 6
524	Thwing - N. 4	- - -	27	12 17 10

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
510	Tickhill - N. 3	122 0 0	55	21 16 0
510	Tickhill, Infants - - Ch. 3	- - -	92	40 16 10
518	Tickton - N. 2	64 0 0	41	16 19 8
493B	Timble, Great B. *d*	*22 0 0		
509	Tinsley Park, Colliery - 10	- - -	102	45 10 6
514	Tockwith - W 6	- - -	53	19 10 9
492A	Tollerton - W. 2	400 8 0	111	52 19 4
528	Topcliffe - N. 12	- - -	59	26 4 0
539	Tunstall - Ch. 3	- - -	40	20 5 6
514	Ulleskelf - Ch. 1	- - -	56	27 2 6
532	Upleatham, Zetland - B. 11	- - -	48	27 10 4
506	Wadsley - N. 6	*152 0 0	123	69 17 2
	"	120 0 0		
510	Wadworth - N. 1	83 13 4	58	34 16 0
503	Wakefield, All Saints', Boys - - N. 11	522 11 8	58	24 0 0
			51	15 15 10
503	Wakefield, All Saints', Girls - - N. 11	- - -	187	67 1 2
503	Wakefield, Green Coat N. 11	- - -	123	*f*
503	Wakefield, Lancasterian 6	89 13 4	317	176 12 2
503	Wakefield, St. Austin's - R. 10	750 0 0	258	123 13 0
			98	45 18 10
503	Wakefield, St. Andrew's N. 10	415 0 0	98	50 12 4
			34	4 5 0
503	Wakefield, St. John's Ch. 10	- - -	51	9 5 7
503	Wakefield, St. Mary's - N. 11	375 0 0	189	85 0 0
503	Wakefield, Holy Trinity - N. 11	290 0 0	221	105 1 6
			11	2 17 6
503	Wakefield - W. 6	500 0 0	263	119 18 2
503	Wakefield, West Riding Reformatory.			
507	Walkley, St. Mary's - N. 7	- - -	75	31 15 6
514	Walton - N. 4	- - -	45	23 13 11
			17	3 0 1
505	Walton (Wakefield) - - N. 2	- - -	106	76 4 2
			88	30 12 6
523	Wansford, Great - N.			
503	Warmfield - B.	*50 0 0		
510	Warmsworth N. 1	- - -	52	27 17 0
			17	4 14 2
516	Warter - Ch. 1	- - -	47	21 5 4
529	Wass - 6	- - -	52	36 9 8
509	Wath-upon-Dearne, Infants - - N. 5	279 0 0	88	38 10 4
523	Weaverthorpe N. 4	- - -	101	52 9 8
493A	Weeton - N.			
526	Welburn - N. 5	- - -	60	38 3 6
534	Welbury - Ch. *g*			
526	†Welham Bridge - Ch. *d*			
497	Wellhouse (Golcar) - N. 7	- - -	81	43 12 4
			21	7 9 2

a School sold. *b* Due, but not paid. *c* School extinct. *d* School closed.
e For two years. *f* Refused under Article 52 *d*. *g* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
519	Welton - N. 2	- - -	114	81 5 0
			13	5 10 10
509	Wentworth - N. 12	- - -	131	63 17 8
509	Wentworth (Barrow) Ch. 12	- - -	82	42 5 4
509	Wentworth, Park Gate - N. 10	- - -	161	76 6 4
503	WestgateCommon - - N. 11	158 15 0	189	80 2 4
			51	12 9 2
488	Westhouse, Endowed, Boys - - N. 3	15 12 0		
508	Weston (Sheffield) - N. 7	- - -	161	33 4 0
526	Westow - N. 5	- - -	69	36 19 10
492C	Wetherby, St. James' - N. 3	- - -	60	30 1 8
492C	Wetherby - W. 3	- - -	102	60 11 6
523	Wetwang - Ch. 4	- - -	109	60 1 4
527	Whenby - Ch. 4	- - -	34	15 4 0
509	Whiston - N. 12	*75 0 0	89	39 6 4
531	Whitby - N. 6	290 0 0	159	85 3 8
531	Whitby - B. 5	171 8 6	166	69 9 8
531	Whitby - W. 5	- - -	134	64 8 6
502	Whitley, Lower N. 10	- - -	81	43 2 8
526	Whitwell - Ch. 5	- - -	42	20 11 6
504A	Whitwood Colliery - 11	- - -	182	72 3 6
			39	10 9 2
504A	Whitwood Mere - - N. 3	103 10 0	58	26 14 10
492A	Whixley - Ch. *a*			
533	Whorlton - P. 3	347 0 0	91	45 1 0
508	Wicker, Holy Trinity - N. 7	952 3 4	461	221 10 4
509	Wickersley - N. 12	360 0 0	51	24 8 10
			52	22 19 8
515	Wigginton - N.	*40 0 0		
488	Wigglesworth, Clark's Endowed.			
492C	Wighill - N. 3	- - -	32	17 4 8
499	Wilsden - N. 2	- - -	35	23 1 0
499	Wilsden, Infants - - N. *c*	*60 0 0		
499	Wilsden - W. 5	332 18 0	118	66 8 10
497	Wilshaw - Ch. 8	- - -	79	*d*
506	Wincobank - 10	- - -	135	55 4 0
499	Windhill - Ch. 2	478 0 0	196	98 2 8
			46	17 0 0
499	Windhill - W. 4	646 0 0	162	80 13 2
522	Withernwick N. 4	55 0 0	53	6 12 1
			8	2 5 0
536	‡Witton, East Ch.			
536	Witton, West N.			
524	Wold Newton - - Ch. 4	- - -	35	19 10 10
505	Wombwell - N. 7	177 0 6	162	63 17 4
504A	Womersley - N. 2	209 0 0	64	31 8 2
			15	4 10 10
497	Woodhouse, Ch.Ch.(Huddersfield) - N.	*150 0 0		
518	Woodmansey and Thearne N. 2	276 15 0	42	21 19 4
493B	Woodside (Horsforth) N. 6	220 0 0	97	47 16 4
			53	16 12 6
505	Woolley, Girls and Infants Ch. 4	- - -	48	18 0 0
506	Worrall - N.	101 0 0		
505	Worsborough Dale - - N. 7	257 13 6	199	102 16 8
			30	11 16 8
505	‡Worsborough, Grammar - *a*			
500	Wortley, New (near Leeds) N. 5	521 19 9	256	111 10 8
			39	11 7 6
500	Wortley, New, Zion - - B. 1	*400 0 0	441	254 4 6
	" "	150 0 0	130	37 3 4
500	Wortley, Old (near Leeds) N. *a*	*55 0 0		
506	Wortley (near Sheffield) - N. 11	- - -	80	51 15 8
504B	Wragby - N. *a*			
503	Wrenthorpe N. 2	100 0 0		
517	Wressle - P.	162 7 6		
499	Wyke (Brighouse) - N. 5	- - -	114	44 0 6
525	Wykeham - N. 6	- - -	50	35 15 4
516	‡Yapham - N.			
541A	Yarm, Poor R. C. *a*			
493B	Yeadon - N. 9	272 0 0	93	31 16 6
493B	Yeadon, High Street - B. 7	- - -	111	57 7 8
493B	Yeadon, Upper N.			
526	Yedingham - N.	*12 0 0		
515	York, Aldwark N. 6	- - -	183	57 13 4
515	York and Ripon, Male Practising - 5	100 0 0	71	35 14 4
515	York, Bishopgate - - N. 6	11 6 8	270	83 6 0
515	York, Bishophill - - B. 2	- - -	82	40 11 0
515	York, Hope Street - B. 2	- - -	503	254 7 4
515	York, Industrial Ragged.			
515	York, Manor (House) - N. 6	42 0 0	188	109 6 4
			16	6 3 4
515	York and Ripon, Model - - 5	- - -	98	42 10 8
515	York and Ripon, Female Practising - *e*			
515	York, Micklegate, Trinity, Boys - - N. 6	*125 0 0	108	73 8 0
	" "	102 6 0		
515	York, Micklegate, Trinity, Girls and Infants - N. 6	176 10 0	180	75 13 0
515	York (Priory Place) - W. 2	1,691 0 0	435	265 8 10

a Removed from inspection. *b* For two years. *c* School closed. *d* Refused under Article 51 *d*.
e Ripon Trinity Female Practising N.S., now supplies the place of this school.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
515	York, St. Cuthbert's N. 6	- - -	147	65 19 0
515	York, St. George's (late St. Mary's) R. 11	- - -	358	174 4 5
515	York, St. George's - W. 2	1,546 9	284	169 8 6
515	York, St. Peter's Lane N. 6	- - -	50	14 15 1
515	York, St. Sampson - Ch. 6	- - -	45	22 14 0
515	York, St. Thomas' - N. 6	493 0 0	184	87 9 8
515	York, Walmgate, St. Margaret's - N. 6	358 10 0	299 29	151 19 4 9 0 10
	Yorkshire Reformatory R.			

WALES.

	ANGLESEA.	£ s. d.		£ s. d.
623	Aberffraw - P. 4	285 2 0	80	37 15 9
623	Amlwch - N. 5	- - -	154	76 13 4
			17	3 15 10
623	Amlwch - B. 4	1,146 0 0	132	42 9 1
621	Beaumaris - P. 4	- - -	157	93 5 4
623	Bodedern - N. 5	157 5 0	80	31 19 8
623	Bodffordd - B. 6	- - -	70	38 8 10
621	Bodlondeb Pentraeth - N. 5	148 17 6	66	31 5 2
623	Bryngwron - N. 5	- - -	55	26 1 4
623	Cemaes - B. 4	209 11 4	73	21 18 5
620	Dwyran - B. 4	- - -	77	37 10 5
621	Gaerwen - N.	171 0 0		
621	Gaerwen - B.			
623	Gwalchmai - N. 5	*30 0 0	45	21 17 6
	" "	90 0 0	20	5 18 4
623	Gwalchmai - B. 4	240 0 0	52	30 8 0
623	Henegiwys - B.	18 0 0		
623	Holyhead - B. 4	744 19 0	368	191 18 8
	" - -	- - -	30	8 1 8
623	Holyhead - B."	*a*37 0 0		
623	Holyhead, Penrhos-y-Falew - N. *b*	70 6 3	260	155 15 10
623	Holyhead Town - N. 5	1,058 12 0	9	1 7 6
623	Llanallgo - N.	75 0 0		
623	Llanbadrig - Ch. *c*			
623	Llandeusant and Llanbabo - N. 5	164 0 0	64	27 16 6
621	Llanddona - B. 5	234 2 6	62	51 1 9
621	Llandegfan - N. 11	- - -	68	19 2 5
623	Llandrygarn and Bodwrog - Ch.			
621	Llandysilio - N. 11	149 0 0	103	58 5 0
621	Llanedwin, Duchess of Kent's - N. 11	- - -	—	*d*
623	Llanerchymedd N.			
623	Llanerchymedd B. 4	857 0 0	94 27	11 19 4 3 7 6
623	‡Llanfachreth B.			
623	Llanfihangel-yn-Nhowyn N.	136 8 0		
623	Llangefni - N. 5	279 10 0	82	48 0 6
623	Llangefni - B. 4	262 4 0	34	37 8 6
620	Llangeinwen N. 5	- - -	31	16 13 8
620	Llangeinwen B.	180 0 0		
621	Llangristiolus N. 5	56 0 0	45	18 7 10
623	Llanrhyddlad N.	208 0 0		
623	Llanrhyddlad B. 4	210 0 0	44	14 5 7
623	Llanvaelog - N. 5	121 0 0	49	19 4 8
623	Marian Glas B. 4	165 0 0	65	32 7 9
621	Menai Bridge B. 4	286 5 0	105	36 13 8
620	Newborough B. 12	244 12 6	81	41 17 6
621	Penmon and Llangoed - N. 5	133 0 0	85	43 1 0
623	Penrhos Lligwy Ch. 5	- - -	65	11 15 1
623	Pensarn - N.	*40 0 0		
621	Pentraeth - B. 4	214 12 6	80	36 6 4
623	Rhosybol - B. 4	232 0 0	83 19	43 10 10 6 9 2
621	Trevdraeth and Llangadwaladr N. 5	505 0 0	87	46 8 4
	BRECONSHIRE.			
584	Abercrave - N. 10	144 10 0	42	15 14 5
584	Abercrave - B. 8	- - -	101 35	52 8 4 11 15 10
599	Abergwessin B. 11	99 10 0	40	13 12 7
601	Beaufort - B. 11	- - -	155	90 16 2
601	Beaufort, Dr. Bevan's - B. *e*			
601	Black Rock - 6	- - -	53	6 7 11
600	Brecon - N. 10	468 17 6	246 —	109 3 6 *f*11 13 4
600	Brecon - Ü.			
600	Brecon, St. David's - N. *g*	*73 0 0		
600	Brecon - W. 11	- - -	141	57 15 4
601	Brynmaur - B. 11	83 6 8	*d*	*h*8 0 0
600	Castle Madoc B. 11	84 0 0	25 *i*22	13 3 2 16 10 0
600	Cathedine - N. 10	- - -	50	25 2 0
582	Cefn Coed - B. 5	- - -	241	134 12 2
601	Clydach - B. 11	- - -	—	*d*
601	Crickhowel - N. 6	- - -	96 18	55 14 3 5 12 6
601	Crickhowel B. 11	226 17 6	90	45 11 10
587	‡Cwmtwich - N.			
587	‡Cwmtwich, Charity - *k*			

a This grant has been repaid.
b School pulled down and proceeds of materials given towards erecting Holyhead New Town S. *c* School closed.
d Due, but not paid. *e* Merged into Beaufort B. *f* Retiring pension.
g School pulled down. *h* Paid under Article 90[1] (2). *i* For two years. *k* School not existing.

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	BRECON—*cont.*			
600	Devynnock (Sir J. Davey's) Endowed - 10	100 6 8	61	27 11 4
602	Glasbury, Parochial - Ch. 7	- - -	62	43 7 6
599	Gwenddwr - Ch. 3	- - -	44	17 7 10
602	Hay - - N. 7	130 13 0	116	52 4 2
600	Llandefaelog-fach - - N. 10	141 0 0	*a* 27 20	11 15 10 4 0 1
601	Llanelly - - N. 6	*50 0 0	47	5 18 8
	" - "	92 3 6		
600	Llanfihangel-nant Bran N.	91 10 0		
600	Llanfrynach Ch. 10	86 18 0	66	31 0 0
599	Llangamarch N. *b*			
600	Llangasty-tal-y-llynn - N. *b*			
601	Llangenny - N.	74 0 0		
600	Llangorse - N. 10	- - -	39	19 5 6
601	Llangynidr - Ch. 6	- - -	102 26	52 4 2 7 0 8
602	Llanigon - N.	*30 0 0		
600	Llanspythid N.	74 5 0		
587	Llanwrtyd - P. 11	185 0 0	60	24 3 4
602	Llyswen - N. 7	134 0 0	39	5 19 7
600	Llywell - Ch. 10	226 5 0	67	31 16 0
600	Nantddu - N. 11	- - -	11	2 18 8
584	Pencae - N. 10	- - -	37	12 14 0
582	Pontsticcill - Ch.	*See* Vaynor.		
602	Talgarth - Ch. 7	- - -	63	24 3 7
602	Talgarth - B. 11	170 0 0	196	57 19 2
600	Talybont - N. 10	189 7 6	101 14	56 3 2 3 12 2
600	Trallong - N. 10	183 12 0	38	13 17 2
600	Trecastle - B. 11	- - -	—	*c*
601	Trevil - - B. 10	- - -	30	9 2 8
582	Vaynor Gamp-ontysticcall N. 11	74 5 0	37	15 19 0
584	Ynisceedwyn (Iron Works) -	375 0 0		
584	Ystradgynlais N. 10	220 2 6	176	90 0 8
584	Ystradgynlais B. 7	- - -	112 55	59 4 8 20 4 2
	CAERMARTHEN.			
589	Abergwili - N. 2	*80 0 0	102	62 10 8
	" "	171 12 6		
588	Amman Iron Works - B. 11	- - -	118	53 2 2
588	Bettws - N.	83 0 0		
	†Blaen-y-coed B.			
586	Bryn - - B. 2	104 12 6	80	56 12 4
588	Brynlloi (Bettws) B. 11	- - -	86	42 9 2
589	Caermarthen, Lancasterian 4	626 0 0	445 76	207 8 7 24 15 0
589	Caermarthen, St. David's Practising - N. 2	1,029 0 0	311 22	153 5 8 5 18 4
589	Caermarthen R. 6	- - -	51	9 19 11
587	Capel Cynfal N.	123 0 0		
594	Capel Evan - B. 11	- - -	83	36 4 0

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	CAERMARTHEN—*cont.*			
587	Cil-y-cwm - Ch. 2	196 17 6	76	37 18. 4
587	Conwil-Cairo Village	131 15 0		
589	Conwil - B 4	- - -	64	3 12 1
588	Cross Inn - B. 11	- - -	88	44 0 10
587	Crugybar-Cais - - B. 4	- - -	70 12	55 9 7 3 16 8
588	Cwmamman N. 1	- - -	54	26 18 10
589	Cwmbach - B. 4	- - -	84 26	48 4 8 8 8 4
588	Cwmdu - N.			
587	Cwmdur - Ch. *d*	174 2 6		
590	Cwmfelinboeth N. *d*			
588	Cwm Ivor - B. 11	- - -	49	25 0 10
586	Dafen Tin Plate Works N. 11	- - -	194 46	118 4 0 15 13 4
587	Danyrallt - Ch. 2	- - -	75	30 4 8
586	Felinfoel - B. 2	27 5 0	141	93 15 3
586	Felinfoel, Trinity N. 11	- - -	88	38 15 8
589	Ferryside, St. Thomas' - P. 6	404 0 0	63	37 12 6
595	Ffaldybrenin B. 3	- - -	—	*c*
589	Gorslas - N. 2	- - -	92	43 7 2
586	Gwendraeth, B. 11	- - -	85	47 8 8
587	Gwynfe - B. 11	- - -	58	33 19 6
590	Henllan Amgoed - B. 11	- - -	81 77	42 2 2 *a* 41 3 10
594	Kenarth - N.	*32 0 0		
586	Kidwelly - N. *d*			
586	Kidwelly - B. 2	297 0 0	120	57 19 10
589	Laugharne - N. 2	- - -	106	50 3 8
589	Llanarthney N. 2	- - -	47	20 5 10
590	Llanboidy - N. 4	- - -	142	81 8 9
589	Llandarog - N. 2	198 13 4	71	44 0 8
589	Llanddeusant B. 4	- - -	56	30 11 3
589	Llandefeilog N. 6	225 19 6	59	31 5 6
589	Llandefeilog idole - - B.	11 10 7		
588	Llandilo, Capel Isaac - B. 11	- - -	62	40 5 0
588	Llandilo-faur N. 1	- - -	135	72 8 6
588	Llandilo, Tabernacle B. 4	- - -	92	55 9 6
587	Llandovery - N. 2	300 0 0	121	51 3 10
587	Llandovery - B. 4	370 10 0	125	78 10 9
588	Llandybie - N. 1	130 0 0	88	44 19 6
588	Llanegwad - N. 1	- - -	63	28 3 6
586	Llanelly (Boys and Girls) - B. 2	445 0 0	428	38 0 10
586	Llanelly (Copper Works) B. 2	- - -	442	212 4 8
586	Llanelly, Five Roads - - B. 11	108 0 0	55	32 2 8
586	Llanelly - N. 11	*200 0 0	211 19	84 10 4 4 10 10
586	Llanelly, New Dock - - B. 2	162 0 0	145	60 17 7
586	Llanelly, Infants, Prospect Place - B. 2	212 0 0	128	58 14 8
588	Llanfihangel Aberbythic N. 1	- - -	82	36 9 10

a For two years. *b* Removed from inspection. *c* Due, but not paid. *d* School temporarily closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	CAERMARTHEN—*cont.*	£ s. d.		£ s. d.
589	Llanfihangel Uwch Gwili N. 2	50 0 0	44	21 2 2
589	Llangadock, Bethlehem B. 4	- - -	53	28 0 0
587	Llangadock - B. 4	73 10 0	89	61 6 5
588	‡Llangathen - N. *a*			
594	Llangeler - N. 6	100 0 0	83	56 13 0
589	Llangendeirne P. 6	- - -	79	41 5 6
586	Llangennech Ch. 11	134 10 0	—	*b*
589	Llanllwch - N. 2	6 2 0		
586	Llannon - N. 11	33 0 0	35	29 9 6
589	Llanpumpsaint B. 11	165 0 0	—	*b*
587	Llansadwrn - B. 11	- - -	75	39 1 8
589	Llanstephan N. 2	- - -	168	55 8 10
586	Llwynhendy B. 2	- - -	114	59 0 1
			17	4 12 4
590	Marros - N. 4	- - -	26	8 13 4
587	Mothfai - N. 2	- - -	86	28 14 2
589	Mydrim - N. *c*	15 0 0		
594	Newcastle Emlyn - N. 6	188 10 0	72	31 15 2
586	Pembrey (Copper Works) - 2	- - -	287	120 9 4
594	Penboyr - N. 11	- - -	*d* 89	59 1 8
			85	53 6 8
589	Peniel - B. 3	- - -	40	25 8 6
587	Rhandirmwyn N. 2	209 19 0	—	*e*
587	Rhandirmwyn B. *b*			
588	Trap (Llandilofawr) - N. 1	- - -	54	31 4 2
586	Tycroes - N. 11	- - -	—	*b*
589	Whitemill - B. 11	- - -	—	*b*
590	Whitland - B. 11	- - -	65	28 11 2
	CAERNARVON.			
619	Aberdaron - Ch.			
619	Abererch - N.	*40 0 0		
621	Bangor (Garth Road) - B. 3	721 18 0	243	115 18 0
621	Bangor - N. 6	- - -	296	143 17 10
621	Bangor, Infants - N.	*72 0 0		
621	‡Bangor - R.			
621	Bangor, St. Paul's - W. 3	1,559 0 0	245	112 8 0
618	Beddgelert - N. 7	360 0 0	25	12 12 2
618	Beddgelert - B. 6	247 10 0	78	42 18 11
620	Bethel - B. 5	- - -	89	49 14 8
621	Bethesda - B. 4	- - -	190	95 12 6
			65	18 15 10
620	Bettws Garmon - N. *f*	30 0 0		
619	Bodfean - N.	50 0 0		
621	Bodfeirig - N. 6	- - -	84	45 8 8
			25	13 2 6
620	Bontnewydd N. 7	147 0 0	88	35 0 3
619	Bottwnog - N.	72 0 0		
620	Bronyfoel - N. 7	472 10 0	78	40 11 10
			32	9 10 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	CAERNARVON—*cont.*	£ s. d.		£ s. d.
619	Bryncroes and Rhyw - N.	*45 0 0		
	" - "	29 7 8		
620	Caernarvon - B. 5	1,680 0 0	240	136 8 10
620	Caernarvon, Model - Ch. 6	*100 0 0	426	228 11 2
	" - "	1,005 16 10	57	17 0 10
			—	*g* 25 0 9
620	Clynnog - N.	163 0 0		
622	Colwyn - B. 5	- - -	54	19 10 5
			6	2 0 0
622	Colwyn - N. 3	100 0 0	92	54 17 1
622	Conway - N. 3	*108 0 0	13	2 1 9
	" - "	75 8 1	333	248 12 8
619	Criccieth - Ch. 7	- - -	128	66 10 4
620	Dinorwig (Llanddeiniolen) - N. 6	633 0 0	117	56 17 10
			19	6 0 10
620	Deiniolen - B. 6	741 0 0	214	98 3 4
			43	12 0 10
620	Dinorwic - B. 6	- - -	96	58 18 4
620	Dolbadarn - B. 6	- - -	178	61 17 6
			40	13 0 0
622	Dwygyfylchi N. 3	190 0 0	82	44 19 9
619	Edeyrn - N. 7	90 0 0	101	47 8 8
622	Eglwys Rhos N. 3	- - -	60	*h*
621	Glan Ogwen N. 6	282 10 0	237	107 13 4
			34	15 0 0
622	Llanbedr and Caerhun - N.	*47 0 0		
621	Llandegai - N. 7	- - -	205	79 12 8
622	Llandudno - N. 3	295 0 0	184	124 10 3
620	Llandwrog - N. 7	199 15 0	86	50 14 8
619	Llaneugan - N.	157 0 0		
619	Llanengan - B. 6	235 12 0	49	7 15 10
620	Llanfair-is-Gaer - N. 6	187 0 0	115	48 16 0
621	Llanfair Vechan - N. 3	180 0 0	127	83 8 11
622	Llangelynin Gyffin - N.	80 0 0		
619	Llangwnadle N.	149 10 0		
619	Llanicstyn - N. 7	82 0 0	34	6 15 0
621	Llanllechid - N. 6	147 13 4	146	62 18 10
621	Llanllechid - B. 4	- - -	118	55 0 6
			9	3 10 10
620	Llanllyfni - B. 5	288 17 6	144	37 4 11
619	Llannor - N. 7	44 0 0	53	27 11 6
620	Llanrug - N. 7	- - -	128	65 1 0
620	Llanrug - B. 5	322 2 6	86	50 10 4
			18	7 6 8
619	Llanystymdwy N. 7	151 10 0	107	54 2 10
620	Nant Peris - B. 6	229 10 0	72	29 5 4
			24	6 5 0
619	Nevyn - N. 7	*62 0 0	69	17 17 0
	" - "	25 0 0		
619	Nevyn - B. 6	670 4 0	87	44 8 10
620	Pantglas - N.	355 0 0		
622	Pendyffryn - B. 5	- - -	65	32 13 4
614	Penmachno N. 3	282 0 0	95	39 18 0
622	Penmaenmaur, N. 3	- - -	50	32 8 0
618	Penmorfa - N. 11	- - -	69	27 6 11

a Removed from inspection. *b* Due, but not paid. *c* School closed. *d* For two years.
e Not inspected in 1869. *f* School extinct. *g* Retiring pension. *h* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	CAERNARVON—*cont.*	£ s. d.		£ s. d.
621	Pentir - - Ch. 7			
618	Portmadoc - N. 7	717 0 0	274	130 19 1
619	Pwllheli - N. 7	276 0 0	135	61 17 10
619	Pwllheli, Trodyr-Allt Free 6	707 0 0	184	109 11 0
622	Roe Wen - B. 5	200 0 0		
620	Talysarn - B. 5	- - -	129	53 6 6
618	Tre and Port Madoc - B. 6	*60 0 0	88	38 5 7
	" - "	53 10 0		
614	Trefriw - B. 6	- - -	74	40 1 10
620	Twthill - N. 7	206 0 0	105	47 9 10
619	Tydweilog - N. 7	- - -	34	10 19 3
621	Tyntur - N. 6	- - -	195	85 15 8
			19	7 17 6
621	Vaynol - N. 6	373 10 0	77	31 7 2
620	Waenfawr - N.	*93 0 0		
620	Waenfawr - B. 5	- - -	109	61 15 8
	CARDIGANSHIRE.			
596	Aberaron - N. 7	266 0 0	126	45 19 0
594	Aberbank - N. 6	157 0 0	54	29 17 6
593	Aberporth - N. 6	87 0 0	47	20 4 6
597	Aberystwith N. 7	- - -	243	87 1 10
597	Aberystwith B. 3	- - -	122	25 14 9
597	Bangor Chapel N.	139 15 0		
593	Blaenannerch B. 7	- - -	63	44 9 2
597	Borth - - N.	100 0 0		
597	Borth - - B. 3	- - -	104	29 2 9
597	Bryn Herbert B. 3	- - -	46	12 13 3
593	Cardigan - B. 7	- - -	151	58 15 7
593	Cardigan, St. Mary's- N. 6	334 10 0	147	60 12 10
595	Cellan - - N. 11	- - -	20	7 2 7
597	Devil's Bridge B.			
597	Elerch - - Ch.			
594	Glynarthen - B. 7	- - -	60	29 16 0
597	Goginan - B. 3	- - -	124	26 2 2
			64	20 15 0
596	Henfynyw - N.	*13 0 0		
594	Horeb - - B. 7	- - -	53	26 17 0
595	Lampeter - N. 6	203 4 0	102	39 18 5
596	Llanarth and Llanina - N. 7	306 0 0	56	17 12 2
597	Llanbadarn Fawr - N. 7	- - -	120	49 7 0
597	Llancynfelin Ch. 7	174 4 0	89	51 19 10
596	Llanddewi Aberarth - N.	*40 0 0		
598	Llanddewi Brefi - N. 11	- - -	73	21 7 1
			28	9 16 8
598	Llanddewi Brefi - B. 7	- - -	43	5 13 4
593	Llandygwydd N. 6	- - -	58	27 16 0
594	Llandyssil - N. 6	137 10 0	64	44 11 10
594	Llandyssil - B. 7	78 0 0	68	41 8 4
598	Llangeitho - B. 7	- - -	51	12 18 7
598	Llangeitho - N.	82 0 0		

a School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	CARDIGAN—*cont.*	£ s. d.		£ s. d.
593	Llangoedmore Ch. 6	144 0 0	46	19 14 4
594	Llangranog - N.	67 10 0		
597	Llangwyryfon N. 7	- - -	26	14 10 0
596	Llanllwchairn N.	*40 0 0		
596	Llanuon - Ch. 7	- - -	59	7 18 1
596	Llannon - B. 3	- - -	69	27 17 0
597	‡Llanrhystydd B.		5	0 5 0
595	Llanwenog - N.			
597	Llanychairn, Chancery - Ch. *a*			
593	Llechryd - B. 7	- - -	91	64 15 2
596	Llwyndafydd B. 7	153 0 0	66	16 14 2
597	Llwyn-y-Groes B. 3	- - -	69	7 13 6
594	Newgate - B. 7	- - -	68	26 0 8
596	New Quay - B. 7	- - -	161	73 9 0
594	Penbryn - Ch. *a*	106 0 0		
597	Penllwyn - B. 3	- - -	126	44 8 8
594	Penmorfa - B. 7	- - -	83	45 5 8
597	PenrhyncochCh. 7	- - -	85	40 4 8
597	Pen-y-parke N. 7	236 19 7	236	98 13 0
597	Ponterwyd - B. 3	- - -	50	16 2 5
594	Pontgarreg - B. 7	- - -	85	48 4 8
598	Pontrhydfendigaid - B. 3	- - -	79	15 8 7
597	Talybont - B. 3	207 7 0	167	58 18 1
598	Tregaron - B. 3	- - -	89	24 12 1
597	Trisant - B. 3	- - -	61	20 17 3
593	Verwick - B. 7	- - -	36	17 6 3
	DENBIGH.			
611	Adwy and Coedpoeth B. 3	389 12 6	286	64 3 3
613	Abergele - N. 2	*70 0 0		
611	Berse Drelincourt - N.			
611	Bersham - N.	76 10 0		
613	Bettws - in - Rhos - Ch.	257 0 0		
614	Blaenan Llangerniew - B. 3	243 13 6	103	79 3 4
			26	8 19 0
611	Brymbo and Broughton B. 3	1,072 0 0	284	137 9 3
611	Brymbo Charity - - N. 3	447 0 0	217	98 15 0
611	Burton (Gresford) N. 3	65 0 0	35	16 4 6
614	Capel Garmon - - N.			
613	Cefn Meriadog N. 4	- - -	41	20 17 6
361	Chirk - - N. 3	111 0 0	59	32 16 6
361	Chirk - - B. 10	- - -	63	40 4 0
613	Denbigh - N. 4	402 18 4	254	133 13 4
613	Denbigh - B. 3	436 0 0	191	92 17 11
614	Eglwysfach - N. 2	*75 0 0	*b*	
612	Gellifor - B. 3	- - -	86	39 9 2
613	George St. (St. Asaph) - N. 2	- - -	72	43 14 0
611	Gresford - N. 3	*100 0 0	96	48 0 8
611	Gwersyllt - N. 3	738 2 1	201	94 16 10

b Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1869). Amount.
	DENBIGH—*cont.*	£ s. d.		£ s. d.
612	Gyffylliog - N.	180 0 0		
613	Henllan - N. 4	- - -	86	40 14 8
611	Lavister, Infant - Ch. 3	- - -	44	20 10 0
615	Llanarmon Dyffrin Ceiriog - N.	20 0 0		
615	Llanarmon-in-Yalo - N. 4	- - -	87	40 14 8
613	Llanddulas - N. 3	- - -	100	48 16 0
622	Llandrillo-yn-Rhos - N. 3	- - -	73	51 8 10
612	Llandyrnog N. 4	*50 0 0 132 0 0	38	11 10 1
	" " - "		45	23 14 8
622	Llanelian - N. 8	- - -	6	1 16 8
622	Llanelidan - N. 4	78 10 0	57	30 1 10
612	Llanfair-dyffryn Clwyd - N. 3	- - -	120 67	42 9 2 23 7 6
613	Llanfair Talhaiarn - N. 4	*50 0 0 35 0 0	72	26 0 0
	" " - "			
612	Llanferres - N. 4	95 0 0	76	31 2 2
609	Llangedwin - N. 11	- - -	75	37 10 6
614	Llangerniew - Ch. 4	- - -	91	46 7 0
615	Llangollen - N. 3	121 0 0	104 17	50 7 4 6 9 2
615	Llangollen, Infant.			
615	Llangollen - B. 10	305 9 0	221	100 17 8
613	Llanefydd - N.	- - -	37	14 19 4
613	Llanefydd - B.			
612	Llanrhaiddr-yng-nghin-meirch - N. 4	- - -	64 11	32 7 0 4 2 6
609	Llanrhaidr-yn-Mochnant N. 11	352 0 0	66	9 0 0
612	Llanrhydd, Infant - a			
614	Llanrwst - B. 3	227 14 0	116	52 18 10
614	Llanrwst - N. 4	313 0 0	124	63 19 8
615	Llansaintfraid Glyn Ceiriog N. 10	*64 0 0 83 0 0	35	16 12 6
	" " "			
622	Llansaintfraid Glan Conway, N. 3	*50 0 0 463 0 0	85	58 9 7
	" " "			
613	Llansannan - N. 4	200 0 0	52	29 0 0
615	Llantysilio - P. 3	258 0 0	77	36 7 8
612	Llanychan - Ch. 4	195 2 6	68	35 3 0
611	Minera - N. 3	373 0 0	138	53 10 0
612	Nantglyn - N. 4	227 0 0	38 24	29 13 0 3 0 0
611	Pentre - N. 3	- - -	55	25 13 2
611	Pen-y-cae - N.	*See* Ruabon Pen-y-cae.		
612	Prion - B. 3	- - -	48	20 17 4
611	Rhos-Llaner-chrugog - N. 3	345 0 0	205	93 15 6
611	Rhos-Llaner-chrugog - B. 3	380 0 0	246	87 18 6
611	Rhos-y-medre N. 3	- - -	119	57 8 8
611	Rossett - N. 3	- - -	79 12	52 9 8 2 11 8

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	DENBIGH—*cont.*	£ s. d.		£ s. d.
611	Ruabon - N. 3	539 12 9	223 9	103 1 0 2 15 10
611	Ruabon Pen-y-cae - N. 3	211 5 0	129 13	57 11 0 5 15 10
612	Ruthin - N. 4	418 3 0	206 31	82 1 3 6 0 0
612	Ruthin - B. 3	692 2 9	248	75 16 0
613	Trefnant, Trinity - N. 4	233 0 0	63	41 13 2
615	Trevor - N. 3	223 15 0	151 13	52 18 8 5 7 6
613	Trofarth - N.			
615	Vron - - B. 10	226 17 6	88 26	43 19 4 7 18 7
611	Wrexham Boys N. 3	*125 0 0 174 12 6	36 20	41 18 10 6 16 8
611	Wrexham, Girls N. 3	- - -	81 22	41 5 4 7 6 8
611	Wrexham, Brook St. - B. 3	- - -	286	171 9 8
611	Wrexham, Chester St. B. 5	150 0 0		
611	Wrexham - R. 4	- - -	66	34 0 6
614	Ysgutty - N. 4	216 0 0	94	44 9 6
	FLINTSHIRE.			
613	Asaph, St., Boys - N. 1	415 0 0	63	41 16 8
613	Asaph, St., Girls - N. 1	- - -	64	41 5 0
613	Asaph, St., Infant - N. 1	- - -		
613	Asaph, St. - R.			
610	Bagillt - N. 2	180 0 0	130	98 18 8
611	Bangor Monachorum - N. 3	- - -	50	27 13 2
610	Bistre-in-Mold - N. 2	136 10 0	119	53 16 4
613	Bod Elwyddan - N. 2	- - -	60	33 19 2
613	Bodvari - N. 3	360 0 0	64	38 12 4
459	Broughton - N. 12	- - -	—	*c*
610	Brynford - N. 2	198 8 6	59	31 1 8
459	Buckley, Lane End - N.			
459	Buckley, St. Matthew's N. 12	633 4 0	141 *d*142	72 19 0 68 11 10
610	Carmel - B. 3	- - -	71	28 4 6
610	Cilcen - - N. 2	65 0 0	72	34 0 10
613	Cwm - - P. 10	- - -	11	1 17 8
613	Dyserth - N. 2	- - -	94	58 16 10
610	Flint - - N. 2	1,106 4 0	296 79	163 9 1 23 14 5
610	Flint - - R. 4	- - -	67	32 14 11
610	Gorsedd - N.	82 17 6		
610	Gwernafield N. 2	*100 0 0 474 10 0	94 15	51 13 4 5 0 10
610	Halkyn - Ch. 2	- - -	171	80 1 4
459	Hawarden Ch. 12	- - -	193	97 4 0
459	Hawarden, St. John's - N. 12	*125 0 0	—	*c*
610	Holywell - B. 2	396 5 0	255	108 17 2
610	Holywell - N. 2	83 0 0	145	80 0 3
610	Holywell - U.			

a School closed.
b Incorporated with Wrexham, Brook Street, B.S.
c Due, but not paid.
d For two years.

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	FLINTSHIRE—*cont.*	£ s. d.		£ s. d.
610	Holywell, St. Winifred's- R. 4	- - -	101	45 8 8
610	Leeswood District, or Pont Bleiddyn - Ch. 2	405 0 0	158	49 3 6
610	Lime Bank - R. 4	- - -	79	9 19 9
610	Lixwm - B. 3	241 6 8	54	26 17 4
610	Llanasa - P. 2	390 0 0	81	45 4 10
459	Mancot - R. 6	- - -	57	20 16 2
613	Melidon - N. 1	255 0 0	60	27 10 0
610	Mold - B. 3	285 0 0	92	29 13 5
			6	2 1 8
610	Mold - N. 2	480 5 0	248	140 15 7
610	Mostyn - N.	250 0 0		
610	Newmarket - P. 2	- - -	80	*a*
610	Northop - N. 2	- - -	118	54 0 4
362	Overton - N. 3	- - -	134	77 8 0
610	Pantasaph - R.			
610	Pont-Bleiddyn - N. 5	*75 0 0		
613	Prestatyn - N. 2	- - -	89	45 12 4
			22	5 3 4
	Redbrook Village.			
610	Rhosesmor - N. 2	305 0 0	58	30 17 0
613	Rhuddlan, Boys - N. 1	18 0 0	92	46 1 8
			49	11 19 2
613	Rhuddlan, Girls - P. 1	- - -	66	29 13 2
613	Rhyl - N. 2	552 0 0	184	96 6 8
			18	4 13 4
613	Rhyl - B. 3	262 13 9	126	*c*
613	Rhyl - R.			
610	Talacre - R. 4	670 0 0	125	64 0 2
611	Threapwood N. 3	- - -	70	40 16 0
613	Tremeirchion N. 2	- - -	40	20 1 4
611	Trenddyn - N. 3	94 15 0	123	71 10 7
610	Wepre, St. Mark's (Northop) - N. 2	*100 0 0	182	107 3 2
	" "	144 2 6		
610	Whitford - N. 2	- - -	68	37 4 7
611	Worthenbury N. 3	75 7 6	44	31 18 6
610	Ysceifiog - N. 2	120 15 0	62	31 10 8
	GLAMORGAN.			
582	Aberaman - B. 4	- - -	297	164 3 8
			70	29 13 4
584	Aberavon - N. 3	172 10 0	197	83 7 2
584	Aberavon - R. 6	- - -	74	16 18 3
			23	5 19 2
582	Abercanaid, Infant N. 1	100 0 0	98	43 3 6
582	Aberdare - B. 4	865 0 0	667	381 19 10
			16	6 0 0
582	Aberdare, Town - N. 2	285 15 0	365	168 7 10
			29	7 14 2
582	Aberdare - W. *d*			
582	Abernant - B. 4	- - -	162	75 13 0
			24	7 15 0
584	Bagland, Infants - N.			
583	Bettws - N.	71 0 0		
584	Birch Grove B. 8	- - -	78	47 4 0

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	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
585B	Bishopston and Pennard N.	216 0 0		
585B	Black Pill - N. 12	- - -	*e*	
582	Bodryngallt B. 4	- - -	154	96 18 4
			31	14 2 0
583	Bride, St., Major - N. 2	*30 0 0		
	" "	157 12 6	88	43 7 8
583	Bridgend - N. 2	582 0 0	129	57 9 6
583	Bridgend, St. Mary House R. 6	115 0 0	88	49 9 0
583	Bridgend - W. 7	- - -	101	42 0 6
584	Briton Ferry N. 3	434 0 0	234	102 10 2
			52	12 11 8
583	Brynceethin - N.	233 0 0		
584	Bryncoch - N. 3	258 0 0	75	35 7 2
585A	Brynhyfryd - B. 6	- - -	195	89 11 2
			58	11 0 0
584	Cadoxton-juxta-Neath - N. 1	410 0 0	121	72 6 4
581	Cadoxton, Merthyr Dovan N.	56 0 0		
581	Caerphilly - N. 11	216 5 0	126	69 1 6
581	Caerphilly - B. 5			
581	Canton (Cardiff) - - B. 7	- - -	65	32 8 4
581	Canton, (Llandaff) - - N. 2	270 0 0	225	91 16 2
			15	5 4 2
581	Cardiff, Bute Docks - B. 7	- - -	127	58 15 8
581	Cardiff, Bute Town - N. 11	- - -	329	137 14 8
581	Cardiff, Ragged and Industrial.			
581	Cardiff - R. 6	720 0 0	832	446 19 6
581	Cardiff, St. John the Baptist, Poor 3	502 5 3	355	134 13 4
581	Cardiff, St. John's, Inft. N. 3	- - -	113	50 17 2
581	Cardiff, St. John's Cathays - N.	*See* Cathays, N.		
581	Cardiff, St. Mary's - N. 3	716 0 0	452	268 7 4
581	Cardiff - W. 7	- - -	161	75 7 8
581	Cathays - N. 10	210 1 3	136	60 17 0
582	Clydach - Ch.	243 2 6		
585A	Clydach - B. 7	- - -	119	69 12 2
			35	15 4 2
583	Cowbridge and Llanbethian - N. 4	*45 0 0		
	" "	12 15 0	65	27 17 0
583	Coychurch - N.	*20 0 0		
	" "	27 10 0		
584	Crynant - N. 10	228 0 0	49	15 6 3
584	Cwm - - B. 7	- - -	91	11 1 2
582	Cwmamman B. 4	309 15 0	239	169 2 2
			78	25 17 6
584	Cwm Avon Oakwood Works N. 11	- - -	209	91 19 8
584	Cwm Avon Works - N. 1	- - -	299	97 0 11
582	Cwmbach - N. 3	200 0 0	130	49 2 8
			53	19 12 6

a Refused under Article 52 *d*.
b School pulled down, and proceeds of materials applied towards erecting a new school at Leeswood.
c Refused under Article 51 *d*. *d* School closed. *e* Due, but not paid.

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	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
583	Gwmbach (Aberdare) B. 4	- - -	247	140 5 2
			55	18 17 6
585A	Gwmburla - B. 6	- - -	123	70 15 2
			46	15 18 4
582	Gwmdare - B. 4	- - -	117	76 9 0
584	Gwmllynfell B. 7	- - -	130	73 10 0
582	Cyfarthfa - N. 2	46 0 0	159	67 2 0
582	Cyfarthfa, Girls.			
582	‡Cyfarthfa, George Town. N.			
581	Cymmer - N. 3	440 10 0	166	67 10 8
			20	10 0 0
581	Dinas Colliery - B. 4	158 2 6	117	42 11 5
582	Dowlais - 5	- - -	1,259	740 7 4
			111	46 17 6
582	Dowlais, St. Mary's - R. 6	324 11 2	285	134 1 6
582	Duffryn - - 10	1,482 0 0	832	461 5 6
			46	15 15 0
582	Duwraven Colliery - B 4	- - -	62	29 7 6
581	Eglwysilan (Walnut Tree Bridge) - Ch. 10	161 5 0	77	23 8 5
582	Fagan's, St. (Aberdare) N. 3	713 0 0	292	146 16 8
581	Fagan's, St., Castle - N. 4	- - -	71	36 16 0
582	Ferndale Colliery - - B. 4	- - -	89	50 13 10
			33	9 9 2
582	Gellifaelog - B. 5	- - -	602	332 3 6
582	Gelligaer-cwmys - gwyddgwyn - - N. 5	83 15 0	55	25 6 4
582	Gellygaer, Endowed - 3			
582	Gellygaer Pochriw - N. 4	87 10 0	54	21 15 4
582	Gelligaer, Newtown Infant - N. 4	- - -	60	26 18 8
582	Gelligaer Pantywain - N. 5	- - -	34	15 3 2
582	Gellygaer Ponllottyn, Infant and N. 4	169 15 0	102	66 13 8
			67	16 4 2
584	Giant's Grave B.	96 0 0		
585A	Glais - - N. 1	- - -	112	52 6 0
	Glamorganshire Reformatory.			
581	Glyntaff, Mixed N. 3	290 5 0	111	43 1 0
			25	7 4 2
581	GrangeTown N. 4	233 2 6	159	58 11 0
581	Groes Wen - B. 5	- - -	65	40 13 11
584	Gwaen-cae-Gurwen - B. 8	- - -	75	36 3 4
585A	HafodCopper Works - B. 6	- - -	657	363 9 8
			36	12 15 0
582	Hirwain - B. 4	- - -	233	100 14 7
			32	7 2 9
584	KilveyCopper Works - B. 6	- - -	376	223 11 6
			39	12 9 2
581	Llandaff - N. 3	327 10 0	201	99 13 3

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	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
581	Llandaff Maendu - Ch. 3	314 0 0	84	32 13 8
			11	2 0 10
585A	Llandeilo Talybont, or Pontaad-dulais N. 1	207 7 6	81	39 15 4
582	Llanfabon - N. 3	288 0 0	120	63 14 2
585A	Llangyfelach N.	48 0 0		
585A	Llangyfelach B. 7	- - -	81	51 9 2
583	Llangynwyd N. 11	- - -	24	10 13 9
			7	1 19 2
581	Llanishen and Lisvane - N. 11	- - -	49	22 1 0
584	Llansamlet - B. 8	- - -	158	79 15 1
581	Llantrisant - N. 2	373 0 0	253	103 8 6
581	Llantwit, Major - N.			
582	Llanwonno - N. 3	340 14 0	85	42 14 4
582	Llwydcoed - B. 4	- - -	120	66 19 10
			178	83 5 10
586	Loughor - P. 11	252 8 0	11	4 4 2
			a178	75 8 6
583	Maesteg, Gurth Branch - B. 7	- - -	43	7 8 0
583	Maesteg Iron Works - B. 7	- - -	253	135 15 0
			175	47 17 6
583	Maesteg Llynvi Iron Works B. 7	- - -	292	138 19 0
			a425	215 15 4
			61	19 4 2
583	Maesteg Spelter Works - B. 7	- - -	92	46 6 8
584	Margam Copper Works - 8	- - -	376	82 3 11
			46	11 16 8
582	Merthyr Tydvil - - B. 5	1,070 3 9	697	434 4 0
			108	36 18 4
582	Merthyr Tydvil, St. David's N. 2	731 17 8	484	260 9 6
			17	80 5 10
582	Merthyr Tydvil - - R. 6	- - -	226	91 2 2
585A	Morriston - 7	*150 0 0	534	310 10 4
		725 10 0	45	11 2 6
585B	Mumbles - B. 7	*30 0 0	90	47 14 10
581	Nantgarw - N.	75 0 0		
584	Neath Abbey B. 8	140 0 0	192	106 19 6
584	Neath, Alderman Davies' Charity - 2	1,150 0 0	476	199 16 8
			215	61 15 6
584	Neath, Higher N. 1	418 16 0	95	43 10 10
584	Neath, School Society's - B. 8	635 0 0	279	144 12 2
585B	Newton - Ch. 11	- - -	40	18 7 4
583	Newton Nottage - - N.	96 0 0		
581	Nicholas, St. N.			
585B	Oystermouth N. 11	- - -	96	44 9 0
			a102	42 16 8
581	Penarth, Mixed N. 4	237 16 0	105	41 15 6
585B	Penclawdd - N.	58 0 0		
585B	Penclawdd - 7	- - -	55	30 17 4
581	Pendoylan - N. 11	- - -	48	21 6 4
582	Pengarnddu, Infant - 5	- - -	45	23 18 10
581	Penmark - N. 3	70 0 0	52	20 19 10
583	Penprisk - N. 4	- - -	61	27 12 0
582	Pentre - - N. 3	- - -	131	37 19 10

a For two years.

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	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
582	Pentrebach - N. 1	- - -	299	104 17 3
			100	46 17 6
584	Pentrechwyth, Infant - 6	- - -	106	56 2 4
581	Pentyrch - N.	*32 0 0		
582	Pen-y-darran Ch. 11	- - -	43	21 4 6
582	Pen-y-darran B. 5	- - -	196	122 9 10
			38	16 10 0
584	Pontardawe N. 3	432 0 0	176	59 11 0
			38	11 3 4
582	Pontlottyn, Infant - B. 5	- - -	69	32 7 8
582	Pontypridd - Ch. 4	- - -	126	54 12 0
582	Pontypridd - W. 4	- - -	164	92 4 10
			53	14 5 10
582	Porth - - B. 4	- - -	153	102 18 4
			28	11 11 8
584	Port Talbot - N. 5	- - -	33	5 11 3
583	Pyle, Bryndu Colliery - 2	- - -	245	120 6 0
			16	6 18 4
584	‡Resolven, Village.			
581	Ruddry - N.	40 0 0		
585A	Sketty - - B. 7	- - -	41	5 15 2
585A	Sketty, Infts. B. *a*			
585A	Sketty, St. Paul's - N. 1	- - -	52	21 8 8
584	Skewen - N. 1	423 0 0	199	84 16 0
585A	Swansea - Ch. 1	1,251 0 0	351	167 2 8
585A	Swansea, Bethany Branch B. 6	- - -	108	51 17 4
585A	Swansea (Goat St.), Boys - B. 6	203 8 0	207	118 0 8
			31	13 7 6
585A	Swansea (Queen Street), Girls B. 6	170 13 4	163	80 15 10
585A	Swansea, Mount Pleasant - B. 6	- - -	129	76 8 4
			33	11 1 8
585A	Swansea, St. David's - B. 7	200 0 0	81	39 16 6
			9	3 7 6
585A	Swansea, St. Helen's - B. 6	- - -	131	65 9 10
			27	9 2 6
585A	Swansea, St. Helen's, Inf. 11	- - -	169	81 2 6
585A	Swansea, St. Peter's - N. 1	363 12 0	141	71 6 10
585A	Swansea, St. Thomas', Infants - B. 6	- - -	143	70 1 11
585A	Swansea (South) - N. 2	714 8 0	647	348 12 0
585A	Swansea, Upper N.			
581	Taffs Well - B. 7	- - -	105	35 8 0
			134	15 3 2
582	Ton - - B. 4	- - -	41	7 12 1
583	Tondu Iron Works - B. 7	- - -	382	150 5 8
			82	29 3 4
581	Tonyrefail - B. 4	- - -	70	29 11 4
585A	Treboeth - B. 6	- - -	118	55 14 10
582	Treherbert - B. 4	- - -	158	82 14 2
			29	13 0 10
582	Treorky United Collieries - 4	- - -	145	92 7 0
			23	6 12 6
582	Troedyrhiw N. 11	- - -	233	96 8 4
			553	17 15 10
582	Troedyrhiw - B. 5	- - -	146	77 9 8
			17	7 2 6
512	Troedyrhiw (Pontlothyn) B. 5	- - -	58	8 17 3
582	Tydvils Wells, Boys - - B. *c*			
584	Tymaen (Cwm Avon) Infts. 4	- - -	242	71 16 5
585A	Waunarlwydd B. 7			
581	Whitchurch Ch. 3	498 16 3	120	37 14 2
583	Wick - - N.	20 0 0		
582	Ynysybwl - B. 4	126 0 0	39	27 3 6
			395	186 0 4
584	Ystalyfera - N. 3	- - -	118	28 0 0
584	Ystalyfera - B. 7	- - -	85	44 0 6
582	Ystradyfodwg B.			
582	Ystradyfodwy (Treherbert) N. 3	494 8 0	80	37 5 4
	MERIONETHSHIRE.			
606	Aberdovey, Mixed - 7	45 0 0	78	24 15 7
617	Aberlefenny B. 5	- - -	93	28 8 7
617	Arthog - N.	50 0 0		
616	Bala - - N. 12	- - -	—	*d*
616	Bala - - B. 5	511 4 0	93	44 15 0
617	Barmouth - N. 12	*100 0 0		
		10 0 0	—	*d*
618	Blaenau Ees- " " tiniog - N. 10	- - -	97	44 12 2
			16	6 0 0
606	Brynerug - B.	108 0 0		
617	Celynin - N. 11	- - -	40	22 6 8
617	Corris - - N. 10	- - -	60	30 6 8
615	Corwen - N. 10	218 6 3	93	39 13 10
			12	4 1 8
615	Corwen - B. 10	404 0 0	106	25 5 9
615	Cynwyd - N. 11	- - -	46	19 5 7
617	Dolgelly - B. 5	285 10 0	151	57 9 10
617	Dolgelly - N. 12	277 0 0	—	*e*11 8 8
				d
617	Dolmelynllyn 10	- - -	30	15 8 10
617	Dyffryn - B. 5	199 6 0	86	42 3 8
618	Festiniog - *B.* 5	- - -	99	55 0 2
			81	40 19 4
618	Festiniog - N. 10	38 17 3	17	4 10 10
618	Festiniog, Slate Quarries - B. 5	162 0 0	124	52 7 11
			25	6 12 6
616	Glanrafon - B.	80 0 0		
615	Glyndifydwy B.	245 0 0		
618	Harlech, Charity - - Ch.			
616	Llandderfel - B. 5	- - -	64	27 8 6
615	Llandrillo - B.	157 13 4		
617	Llanelltyd - Ch. 11	- - -	33	25 17 0
617	Llanenddwyn N. 10	*45 0 0		
618	Llanfair - N. *f*	- - -	—	*e*10 2 5
618	Llanfrothen N. 10	243 0 0	60	30 13 10
			20	7 8 4
616	Llanfaur - N. *c*	*50 0 0		
615	Llansaintfraid (nr. Corwen) N. 10	278 0 0	48	16 9 11
616	Llanuwchllyn N. 10	- - -	—	*d*

a Amalgamated with N.S. *b* Evening School Grant for 1868. *c* School closed.
d Due, but not paid. *e* Additional Grant for 1868. *f* Temporarily closed.

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	MERIONETH—*cont.*			
616	Llannuchllyn B.	142 10 0		
616	Llawr-y-Bettws N.			
618	Maentwrog - N. 10	- - -	73	38 0 0
			10	2 11 8
617	Mallwyd - N. 10	130 0 0	156	70 1 6
			45	16 14 2
618	Mannog (Blaenau Festiniog) B. 5	- - -	120	52 8 5
			35	9 9 2
618	Penrhyn-deudraeth - Ch. 10	- - -	82	30 18 7
618	Penrhyn-deudraeth - B. 6	309 0 0	97	48 6 11
618	Talsarnau - B. 6	283 0 0	86	48 0 8
618	Tanygrisiau B. 5	260 6 10	92	39 7 5
606	Towyn - N. 7	- - -	41	13 14 4
606	Towyn - B. 5	335 14 0	99	25 10 8
606	Towyn and Pennal - B. 5	90 0 0	50	20 9 4
618	Trawsfynydd N. 10	70 0 0	89	36 4 6
			43	12 15 1
618	Trawsfynydd B. 5	170 0 0	98	12 19 5
	MONTGOMERY.			
606	Aberhosan - B. 10	- - -	43	17 17 2
609	Arddlyn - P. 11	- - -	35	19 6 2
608	Berriew, Endowed - N. 10			
608	Buttington - N.	*33 0 0		
609	Bwlch-y-Cibans - N. 10	122 8 0	29	3 8 3
607	Caersws - B. 10	222 7 6	126	89 6 2
			23	6 19 2
607	Carno - - B. 10	126 10 7	97	51 12 8
608	Castle Caereinion - - N. 10	- - -	57	21 10 0
606	Cemmaes - P. 9	- - -	58	26 9 4
606	Cemmes - B. 10	17 18 0	26	16 4 0
608	Churchstoke N. 10	236 15 8	90	62 9 0
606	Darowen - N.	60 0 0		
607	Dolfor - N. 9	141 8 9	26	11 2 6
606	Dylife - - N.	128 0 0		
608	Forden - N. 10	105 0 0	97	64 3 0
609	Garthbeibio N. 11	- - -	68	38 2 10
609	Guilsfield, Pool Quay - N. 11	212 0 0	78	48 8 0
606	Llanbrynmair - N. 9	150 0 0	78	30 2 6
606	Llanbrynmair - B. 10	- - -	78	37 14 0
607	Llandinam - Ch. 10	- - -	67	37 10 0
609	Llandrinio - P. 11	65 0 0	61	40 19 5
609	Llandisilio - N.	*30 0 0		
608	Llandyssil - N. 10	- - -	53	39 0 6
609	Llanfair Caereinion - N. 11	118 12 0	112	59 8 10
609	Llanfair Caereinion - B. 10	183 0 0	98	50 8 4
609	Llanfechain N. 11	- - -	45	20 4 10
609	Llanfyllin - N. 11	70 0 0	131	48 5 0
609	Llanfyllin - B. 10	248 2 8	59	23 1 8
609	Llangadfan - N.	22 7 6		
607	Llanidloes - N. 10	287 5 0	144	58 19 4

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	MONTGOMERY—*cont.*			
607	Llanidloes - B. 10	- - -	[a] 107	37 8 4
			[a] 143	57 7 10
607	Llanllwchairn N. 9	- - -	152	67 4 2
609	Llanrhaiadrym-Mochnant B. 10	192 10 0	118	37 5 4
609	Llansaintffraid, New - - B. 10	- - -	61	26 7 2
606	Llanwrin - N.			
607	Llanwnog - N. 9	72 0 0	73	46 8 8
607	Llanwyddelan N. b	87 4 0		
606	Machynlleth N. 7	91 9 0	147	56 5 2
609	Meifod - N. 11	- - -	96	64 2 2
608	Montgomery N. 10	- - -	104	70 12 0
			8	1 15 0
607	Moughtrey Ch. 10	- - -	30	9 3 9
607	Newtown - N. 9	384 8 0	122	38 18 2
607	Newtown - B. 10	270 0 0	[a] 115	52 6 6
			[a] 119	59 16 8
608	Pant-y-ffydd Ch. b			
609	Pontybontfawr N.	274 0 0		
608	Pool Quay - Ch. *See* Guilsfield.			
607	Sarn - - Ch. 9	183 2 6	28	10 1 0
607	Trefeglwys - N. 9	- - -	59	17 0 11
607	Trefeglwys - B. 10	- - -	88	61 6 8
			31	10 19 2
608	Trelystan - b			
608	Trewerne - Ch. 11	- - -	47	24 8 3
			11	3 8 7
608	Welshpool - B. 10	- - -	99	35 12 10
608	Welshpool, Boys and Girls - - N. 10	100 0 0	206	117 3 4
608	Welshpool, Infants - N.	115 0 0		
608	Welshpool, the Belan - N.	60 6 6		
	PEMBROKESHIRE.			
590	Amroth - N.	210 3 4		
592	Brawdy Tancredston - N. 3	81 0 0	36	15 19 8
595	Bryn Seion - B. 1			
591	Burton - N. c			
593	Cilgerran - N. 6	135 15 0	69	20 11 7
591	Cosheston and Nash - - N. 3	285 3 0	66	44 5 6
593	Dinas - Undl. 7	- - -	60	16 19 11
593	Dogmells, St. P. 6	- - -	33	25 14 1
593	Dogmells, St. B.	466 7 6		
592	Fishguard - N. 3	219 0 0	145	51 18 6
			23	7 12 6
591	Florence, St. N.	160 0 0		
592	Freystrop - N. 3	- - -	35	12 3 4
592	Haverfordwest N. 12	820 13 11	172	112 7 9
592	Haverfordwest, Boys - - B. 4	*125 0 0	140	97 2 0
592	Haverfordwest, Girls - - B. 4	- - -	96	45 6 4
592	Haverfordwest, Prendergast B. 4	- - -	64	28 4 10

a For two years. *b* School closed. *c* Removed from inspection.

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	PEMBROKE—*cont.*	£ s. d.		£ s. d.
592	Hubberstone N. 3	284 0 0		
590	Issells, St., Saundersfoot B.	184 10 0		
590	Jeffreston - N.	42 0 0		
592	Johnstone - N.	*17 0 0		
590	Lampeter Velfrey - N.			
592	Letterston - N. 3	81 0 0	35	11 8 7
592	Llandeloy - N.	327 0 0		
590	Llandewi Velfrey - P. 4	- - -	44	18 16 10
592	Llanrhian - N. 3	116 13 4	38	21 7 6
591	Llanstadwell, Endowed.			
590	Llawhaden N. 10	.45 18 8	46	26 2 4
590	Llysyfran - B. 6	- - -	36	13 0 1
593	Manor Divy N. *a*	*42 0 0		
590	Martletwy - N.	129 10 0		
592	Mathry, Mixed - Ch. 3			
592	Milford Haven, Endowed - Ch. 3	- - -	68 12	22 3 5 2 7 11
591	Milford, New B. 1	- - -	172	80 14 2
593	Moilgrove - B. 6	106 17 6	4 8	24 16 9
590	Narberth - N. 4	- - -	60	15 0 9
590	Narberth - B. 6	*40 0 0	107	95 18 1
591	Pembroke - N. 4			
591	Pembroke - B. 1	147 3 9	112	62 1 0
591	Pembroke Dock - N. 3	462 0 0	450	256 16 4
591	Pembroke Dock - B. 1	351 0 0	224	81 19 8
590	Penffard - B. 6	- - -	62	49 15 9
592	Puncheston N.	269 0 0		
591	Pwllcrochan Ch. 4	- - -	38	14 19 8
590	Reynalton - B.	*30 0 0		
591	Rhydberth - N. 4	76 0 0	77	38 13 4
592	Roch - - N.	86 15 0		
592	Rudbaxton - N. 3	58 0 0	35	20 12 3
592	Solva - - N. *b*	*75 0 0		
592	Solva - - B. 6	- - -	58	52 4 1
592	Spittal - N. 12	210 0 0	38	31 11 2
591	Stackpole - N. 4	- - -	67	29 10 10
590	Tavernspite N. 4	171 0 0	41	20 10 2
590	Templeton - B.	*25 0 0		
591	Tenby, Inft. N. 4	- - -	62	24 0 2
591	Tenby - - N. 4	170 0 0	97 21	39 8 0 4 4 2

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	PEMBROKE—*cont.*	£ s. d.		£ s. d.
591	Tenby, New Hedges - Ch. 4	119 0 0	39	18 10 0
592	Thornton - B. 6	- - -	51	34 9 0
592	Trefgarn - B. 6	- - -	47	42 12 2
592	Trevine District - - B. 6	- - -	60 c72	31 0 2 13 6 1
592	Uzmaston-cum-Boulston - N. 3	167 0 0	46	24 5 2
593	Velindre - B. 6	- - -	60	61 1 4
592	Walton, West, and Talbenny N.	109 10 0		
591	Warren, Agricultural - 4	- - -	59	25 5 6
592	Wiston - N. 3	- - -	48	24 13 6
592	Wolfscastle - B. 6	*175 0 0	23	16 4 2
592	Woodstock - B. 6	- - -	35	32 2 10
592	Zion Hill - B.			
	RADNORSHIRE.			
605	Abbey-cwmhir - - N. 3	- - -	38	18 17 0
602	Bouglrood - N. 7	74 0 0	35	18 15 0
603	Cascob - - N.	134 0 0		
602	Clyro - - N. 7	276 0 0	46	24 11 4
605	Cwmtoyddur, Endowed - Ch. 3	- - -	43	16 19 7
599	Disserth Penkerrig - Ch.	130 0 0		
604	Heyhope - N.	156 7 6		
592	Howey Village - - N. 3	- - -	38	23 16 10
604	Knighton - N. 3	515 0 0	195	75 5 10
605	Llanbadarnfawr - - N.	202 0 0		
604	Llananno with Llanbadarn Fynydd Glan Ithon Ch.	202 10 0		
605	Llanyre - N. 10	- - -	74	39 14 0
602	Llowes (Hay) Ch.			
605	Nantmel - N. 3	156 0 0	40	21 17 0
603	Presteign - N. 3	- - -	52 26	25 15 0 9 15 0
603	Presteign - B. 10	- - -	64 16	46 1 10 4 18 4
603	Radnor, New N.			
603	Radnor, Old N.	220 0 0		

a Removed from inspection. *b* School closed. *c* For two years.

ISLANDS.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	CHANNEL ISLANDS.	£ s. d.		£ s. d.
	Alderney - N. 10	- - -	107	53 18 11
	Alderney - W.	150 0 0		
	Guernsey, St. John's - N. 10	432 10 0	337	175 10 4
	Guernsey, St. Marie du Castel's Inft. 10	- - -	55	27 6 2
	Guernsey, St. Peter's Port N. 10	- - -	496	239 15 2
	Guernsey, St. Peter's Port B. 10	*46 0 0	73	37 6 6
	" "	280 10 0		
	Guernsey, St. Peter's Port, St. Joseph's R. 7	- - -	145	77 0 2
	Jersey - - N. 10	*125 0 0	a 316	146 17 8
	" - - "	51 0 0	a 368	120 3 1
	Jersey, Gorey N. 10	*100 0 0	62	39 11 10
	Jersey, Grouville, Central N. 10	381 0 0	47	15 15 11
	Jersey (St. Helier), St. Peter's and St. Mary's - R. 7	- - -	151	89 7 6
	Jersey, St. James' - N. 10	314 15 0	236	191 9 10
	Jersey, St. Luke's - Ch. 10	- - -	111	45 13 6
	Jersey, St. Mark's - N. 10	321 2 6	223	125 16 8
	Jersey, St. Owen's, Central - Ch. 10	277 12 6	92	73 9 0
	Jersey, St. Owen's - W. 10	309 15 0	97	68 5 4
	Jersey, St. Paul's - N. 10	- - -	177	113 1 2
	Jersey, St. Peter's - N. 10	267 10 0	67	40 6 0
	Jersey, St. Saviour's - N. 10	- - -	60	28 8 8
	Jersey, Trinity N.			
	ISLE OF MAN.			
	Arbory - - N.	*50 0 0		
	Bishopscourt, Model - N.			
	Cronkbourne N. 7	- - -	49	28 3 4
	Cronk-ne-Voddy, St. John's N.	48 10 0		
	Dhoon Bridge N.	*44 0 0		
	Dolby - - N. 7	- - -	84	53 8 2

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	ISLE OF MAN—*cont.*	£ s. d.		£ s. d.
	Dolby - - B.	*150 0 0		
	Douglas - R. 6	- - -	145	69 6 6
	Douglas, St. Barnabas' - N. 7	105 18 4	414	246 1 4
	Douglas, St. George's (Athol Street) - N. 7	- - -	409	201 0 4
	Douglas, Thomas Street - W. 5	- - -	169	77 7 8
	Douglas, Well Road - - W. 5			
	Foxdale, St. Patrick's (Mining) - - Ch. 7	201 4 9	143	68 18 10
	Jurby - - Ch. 5	228 6 0	43	24 7 10
			6	1 10 0
	Kirk Andreas N. 7	*72 0 0	81	46 18 8
	" "	72 6 0		
	Kirk Braddan N.	344 0 0		
	Kirk German, St. John's - N. 7	98 2 6	119	67 15 8
			15	5 15 10
	Kirk Marown P.			
	Kirk Maughold - - P.	140 5 0		
	Kirk Michael N.	67 10 0		
	Kirk Onchan P. 7	187 13 4	89	48 2 6
	Kirk Patrick P. 7	200 0 0	88	56 14 0
	Laxey Glen - N. 7	*38 0 0	192	105 4 6
	Malew, Ballasalla - - N. 7	188 0 0	84	41 19 8
	Malew, Castletown - - N. 7	*90 0 0	154	85 18 2
	" " - "	181 6 0		
	Malew, Grenaby - - N.	*50 0 0		
	Malew, St. Mark's - Ch. 7	100 0 0	50	25 15 10
			10	1 10 0
	Man, Isle of, St. Jude's - N.	63 0 0		
	Peel, Christian, Endowed - N. 7	457 18 11	305	132 11 1
	Peel, Mathematical and Nautical -	112 0 0		
	Peel - - W. 5	395 0 0	112	51 13 0
	Port, St. Mary's - N. 7	*75 0 0	68	40 7 8
	Ramsey - N. 7	*155 0 0	138	80 2 6
	" - "	122 15 8		
	Rushen (Boys') - P. 7	344 10 6	78	53 2 10
	Rushen (Girls') - N. 7	- - -	70	40 0 0
	Santon - N. 7	100 0 0	35	6 15 0
	Sulby - - N. 7	*100 0 0	69	33 5 0

a For two years.

SCOTLAND.

NOTE.—Ch. of S. or G.A. denotes that the School is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., *Episcopal Church of Scotland*; R., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; P., a *Parochial* School; and Undl., that it is *Undenominational*.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
ABERDEENSHIRE.	£ s. d.		£ s. d.
Aberdeen, Bon Accord - - F.C. 10	*250 0 0	343	165 15 0
Aberdeen, Chalmer's Female - 10	- - -a	124 157	29 0 0 34 0 0
Aberdeen, Davidson's - - 9	- - -	92	38 8 4
Aberdeen, Dr. Bell's - - 9	- - -	563	121 16 8
Aberdeen, (Dr. Brown's), Skene Square - Ch.S. 9	- - -	181	60 0 0
Aberdeen, East Parish - - F.C. 9	- - -	193	84 10 0
Aberdeen, East Parish - - Sess. 10	*400 0 0 54 0 0	374	163 10 0
Aberdeen Female Orphan Asylum. 9	- - -	35	
Aberdeen, Gallowgate, Port Hill 9	- - -	134 60	53 0 0
Aberdeen, Granton Lodge.			
Aberdeen, Greyfriars - - Sess. 10	- - -	288	165 12 6
Aberdeen, Greyfriars - - F.C.	500 0 0		
Aberdeen, Guestrow Reformatory.			
Aberdeen, Holborn Ross - 9	- - -a	278 261	71 3 4 103 10 0
Aberdeen, John Knox's - - F.C. 9	- - -	183	117 0 0
Aberdeen, John Knox's, Boys - Sess. 10	*100 0 0 a	261	122 10 0
Aberdeen, John Knox's, Girls - Sess. 10	*98 5 0 a	282	126 17 6
Aberdeen, North F.C. 10	- - -	162	87 10 0
Aberdeen, North Parish - - Sess. 10	*300 0 0	238	122 10 0
Aberdeen, Old, Dr. Bell's - - 10	- - -	98	16 10 0
†Aberdeen, Old Mill Reformatory.			
Aberdeen, St. Andrew's - Epis. 4	- - -	45	21 10 0
Aberdeen, St. Andrew's, Female Epis. 4	- - -	163	88 15 0
Aberdeen, St. John's - - Epis. 4	- - -	101	44 10 0
Aberdeen, St. Peter's - - R. b			
Aberdeen, Shaw's Court, Female School of Industry - - 9	- - -	102	53 10 0
ABERDEENSHIRE—*cont.*			
Aberdeen, Sheriff Watson's Female Industrial - 9	- - -	57	41 0 0
Aberdeen, South Parish - - F.C. 10	165 0 0	*c*	*d*5 15 0
Aberdeen, South Parish - - Sess. 10	*220 0 0	115	11 5 0
Aberdeen (Sugar House Lane) Reformatory - -	204 0 0		
Aberdeen, Trades 10	- - -	106	41 15 0
Aberdeen, Union F.C. 10	295 0 0	172	140 10 0
Aberdeen, West Parish - - Sess. 10	382 8 9a	283 303	108 10 0 137 0 0
Aberdeen, Woodside - - - F.C. 10	*150 0 0 30 13 4	*c*	*d*5 15 0
Aberdour - - F.C. 3	105 0 0	34	
Aberdour - - P. 1			
Abergeldie, Her Majesty's Female - - 4	- - -	26	11 0 0
Aboyne - - P.			
Aboyne, Lady Huntly's Female - - 12	- - -	34	12 10 0
Alford, Female Ch. of S.			
Alford - - P. 2	- - -	64	19 17 6
Alford Village Ch. of S. 2	104 0 0	60	16 5 0
Auchindoir - P. 2	- - -	35	30 0 0
‡Auchindoir, Second P.			
Auchterless, Female.			
Auchterless - P. 2	- - -	70	17 15 0
Auchterless, Badenscoth, Boys Ch. of S. 2	285 5 0	73	16 5 0
Auchterless, Badenscoth, Girls Ch. of S. 2		63	6 10 0
Ballater, Female 4	- - -	62	31 19 0
Ballogie, Female - 3	- - -	49	29 0 0
Banchory Devenick - - F.C.			
Belhelvie - - P.			
Birkhall - - 4	- - -	18	20 0 0
Birse - - - P.			
Blackburn, Female - - F.C. 12	- - -	76	30 0 0
Blackhill.			
Bonny Kelly (New Deer) District - - 1	148 0 0	51	15 0 0

a For two years. *b* Removed from inspection. *c* Due, but not paid. *d* Additional payment for 1868.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount. £ s. d.
ABERDEENSHIRE—*cont.*			
Boyndlie - - Epis. 5	- - -	33	15 0 0
‡Braemar, Achendryne - - R.			
‡Braemar, Inverey R.			
Braemar - Public 4	- - -	39	21 10 0
Bridge of Don, Subscription - G.A.			
Broadsea - - G.A. 6	- - -*a*	52	31 5 0
		46	16 5 0
Buchanhaven Subscription - 6	- - -	43	10 0 0
Burnhaven - G.A. 6	127 10 8	58	10 0 0
Byth, New - 11	277 19 0	55	19 3 4
Cairnbanno, Madras 1	150 10 0	78	34 0 0
Cairney, Female 3	- - -	24	19 3 4
Cairney - - P. 3	- - -	47	15 0 0
Campfield (Kincardine O'Neill's) Subscription - 3	- - -	33	1 13 4
Castleton of Braemar Society's. *b*			
Cluny - - - P. 2	- - -	42	16 10 0
Coldstone - - P. 3	- - -	72	16 10 0
Corsindae, Female 2	- - -	40	19 10 0
Coull - - - P. 3	- - -	30	15 0 0
Crathie, Female *c*			
Crathie Side - 4	- - -	26	15 0 0
Cruden - - F.C. 12	57 0 0*a*	42	16 10 0
		42	16 10 0
Cruden (Lord Errol's) - - Epis. 4	*90 0 0	102	62 10 0
Cullerley District 2	- - -	25	20 0 0
Culsalmond - F.C. 1	- - -	29	25 0 0
Culsalmond - P. 3	- - -	51	22 10 0
Cuminestown - Epis. 6	- - -	94	37 6 8
Cushnie - - P. 2	- - -	36	15 0 0
Daviot - - P. 1	- - -	106	11 0 0
Deer - - - Epis.			
Deer, Old - - P. 11	- - -	74	35 10 0
Deer, Old - - F.C. 12	109 11 5	85	28 0 0
Deer, Old, Girls Est. Ch. 1	200 0 0	57	36 0 0
Deer, Old, Bulwark, Girls - 1	- - -	46	14 0 0
Deer, Old, Clochan Side - - - P. 1	175 0 0	79	15 0 0
Deer, Old, Shannas Side - - P. 1	175 0 0	87	30 0 0
Drumblade, Female - - F.C. 1	- - -	24	20 0 0
Drumblade, Female and Infant Ch. of S. 3	- - -	32	13 0 0
Drumblade - P. 3	- - -	41	15 0 0
Dyce - - - P. 2	- - -	68	26 3 4
Echt, Female - 2	- - -	50	12 5 0
‡Ellon - - Epis.			
Ellon, Female - 11	- - -	40	12 0 0
Ellon - - - F.C. 11	162 0 0	134	52 0 0
Fintray, Female 2	- - -	40	1 17 6
Fintry (Turriff) 2	123 0 0	79	23 0 0
Forgue - - Epis. 6	- - -	29	14 0 0
Forgue (Drumdollo) - F.C. 1	- - -	70	33 0 0
Forgue - - P. 3	- - -	81	20 0 0
Forgue-Side - P.	117 0 0		

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount. £ s. d.
ABERDEENSHIRE—*cont.*			
Fraserburgh, Female Industrial - 6	- - -*a*	130	66 0 0
		161	45 10 0
Fraserburgh - F.C. 11	492 0 0	97	62 0 0
Fraserburgh - P. 6	- - -*a*	161	45 10 0
		162	44 1 8
Fraserburgh, Techmury, Second. - P.	180 0 0		
Fraserburgh, St. Peter's - - Epis. 5	758 0 0	110	67 3 4
Fyvie, All Saints' Epis. 5	- - -	34	11 0 0
Fyvie, Female - F.C. 11	- - -*c*	100	51 10 0
		93	45 13 4
Fyvie - - F.C. 1	- - -	50	16 10 0
Fyvie - - P.			
Gariochsford - F.C. 1	- - -	45	25 0 0
Garmoud - - -	66 0 0		
Gartly, Female Ch. of S. 3	- - -	32	13 0 0
Gartly, Congregational - - F.C. 2	- - -	35	20 0 0
Gartly - - P. 3	- - -	38	20 0 0
Gilcomston - F.C. *d*			
Gilcomston, Northfield Mission - 9	- - -	102	62 0 0
Glenbucket, Female - - F.C. 7	- - -	—	*e*
Glenfoudland - G.A. 3	- - -	28	13 6 8
Huntly, Female Ch. of S. 12	- - -	95	27 10 0
Huntly - - F.C. 10	- - -	167	95 0 0
Huntly (Gordon) Industrial - F.C. 10	- - -	188	72 0 0
Huntly - - P.			
Huntly, Second. - P.			
Huntly - - R. 4	- - -	45	30 0 0
Insch - - - F.C. 12	82 4 6	110	44 0 0
Insch - - - P. 12	- - -	76	30 10 0
Inverury - F.C. 11	120 0 0	142	56 10 0
Inverury, Infant F.C. 11	- - -	54	31 5 0
‡Inverury - - P. 12	- - -	141	55 1 8
Inverury, St. Mary's - - Epis. 5	- - -	75	35 10 0
Keig - - - P. 2	- - -	69	16 5 0
Keithhall, Kinmuck, Female - 2	- - -	29	19 10 0
‡Kemnay - - P.			
Kennethmont Female - F.C. *f*			
Kincardine O'Neill F.C. 9	- - -	*g*	31 13 4
Kincardine O'Neill, Village - - P. 12	- - -	*e*	
Kinellar - - P. 2	- - -	50	1 5 0
King Edward - P. 2	- - -	68	22 15 0
Kingswells - F.C. 2	334 0 0	66	22 15 0
Kinord - Ch. of S. 3	- - -	33	10 0 0
Kintore - - F.C. 12	75 0 0	70	40 10 0
Kintore - - P. 2	- - -	88	33 0 0
Knaven Denhead 12	- - -	60	15 0 0
Largie (Insch) - F.C. 2	192 0 0	60	32 10 0
Leslie - - P. 2	- - -	60	16 5 0
Lesmore - - G.A. 3	- - -	41	21 10 0
Leyledge - Ch. of S. 2	210 0 0	50	32 10 0
Logie - - Epis. 5	- - -	44	33 0 0
Longhill - - G.A. 3	- - -	23	16 10 0
Longside - - P. 11	- - -	66	15 0 0

a For two years.
b Forms part of "Braemar, Public. S."
c Temporarily closed.
d School given up.
e Due, but not paid.
f School discontinued since November 1869.
g School discontinued. Grant for pension only.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Longside Mintlaw Ch. of S.	86 12 6		
Lumphanan - P. 3	- - -	84	35 0 0
Lyne of Skene - F.C. 2	- - -	31	14 0 0
Machar (New) - P. Machar, New, Parkhill, Female 1	- - -	42	18 6 8
Meiklefolla - Epis. 5	- - -	66	34 10 0
Meldrum, - P. 12	- - -	138	9 3 4
Meldrum, Old - F.C. 11	123 0 0*a*	46	25 0 0
		56	25 0 0
Methlick, Girls - 11	132 0 0	77	32 10 0
Midmar - - P. 2	- - -	34	16 10 0
Migvie - - G.A. 3	- - -	44	18 0 0
Millbrex District, Female - - 2	- - -	77	10 0 0
Mindurno, Mixed 2	- - -	33	13 0 0
Monquhitter - P 2	- - -	83	11 3 4
Monquhitter - F.C. 3	- - -	66	32 10 0
Newburgh Side 11	- - -	95	20 0 0
Newhills - - F.C. 11	6 12 6	82	58 6 8
Newseat, Female 1	- - -	36	16 6 8
Oyne - - - P. 3	- - -	94	44 3 4
Peterculter - P. Peterhead Academy - - - P.	*650 0 0		
" " "	140 0 0		
Peterhead (Boys) F.C. 10	219 15 0	41	7 10 0
Peterhead (Girls) F.C. 10	- - -	175	109 10 0
Peterhead (Female) - - P. 6	- - -	119	25 3 4
Peterhead, East Parish - - G.A.	300 0 0		
Peterhead, St. Peter's - - Epis. 5	- - -	118	49 0 0
Peterhead, Union Industrial - 6	120 0 0	49	10 0 0
Pitcaple - - F.C. 5	- - -	36	13 0 0
Pitsligo - - P. 1	- - -	149	54 15 0
Pitsligo, New, Female - - 11	- - -	93	36 3 4
Pitsligo, New - P. 11	- - -	152	65 0 0
Pitsligo, New, St. John's - Epis. 5	762 12 0	233	104 10 0
Port Elphinstone (Subscription) - - F.C. 11	108 10 0*a*	81	33 6 8
		82	53 0 0
Rathen - - G.A.	108 10 0		
Rayne, Old, Female - - Ch. of S. 12	- - -	56	31 10 0
Rhynie, Female Est. Ch. 3	- - -	41	21 13 4
Rhynie, Girls - 2	- - -	40	16 13 4
Rhynie - - P. 3	- - -	81	18 0 0
Rosehearty, Female - - 3	167 12 6	94	27 10 0
Ruthvieston - F.C. 9	- - -	87	27 10 0
Savoch, Girls - 10	113 0 0	35	20 0 0
Skene - - F.C. 2	130 10 0	90	56 0 10
Slains, The Bruce, Hay, Girls - 1	- - -	32	9 6 8
Stoneywood Works 11	- - -	153	66 10 0
Strichen, All Saints - - Epis. 5	- - -	56	25 0 0
Strichen, Female Ch. of S. 11	- - -*a*	50	6 5 0
		50	30 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Strichen - - P. 11	- - -	33	39 10 0
		a 94	38 0 0
Tarland, Aberdeen Memorial 3	- - -	50	23 0 0
Tarland - - P. 4	- - -	68	18 15 0
Tarves, Girls - 11	182 0 0	52	35 0 0
		a 61	38 10 0
Tarves - - P.			
Tillymorgan - Epis.			
Tornaveen - - P. 3	- - -	45	15 0 0
Torphins - - P. 3	- - -	98	36 10 0
Towie and Cushnie, Female - F.C. 7	- - -	54	40 0 0
Towie and Glenkindie Christian Knowledge Soc. 2	- - -	29	12 0 0
Tullynessle Ch. of S. 2	148 0 0	34	13 0 0
Tullynessle - P. 2	- - -	70	19 5 0
Turriff - Fem. 11	- - -	117	32 15 0
Turriff - - P. 11	- - -	108	16 16 0
Tyrie - - P. 1	- - -	60	32 10 0
Udny, Female Ch. of S. 1	- - -	45	20 0 0
Udny - - - F.C. 12	97 7 0	76	41 10 0
Udny - - - P. 1	- - -	52	7 10 0
Waterton of Echt P. 2	- - -	66	32 10 0
Wells of Ythan - P. 3			
Whiterashes - Epis. 5	- - -	52	16 10 0
Whitestripes - G.A.			
Woodside, Female Ch. of S. 5	- - -	88	8 6 8
ARGYLLSHIRE.			
Acha (I. of Coll) - 7	- - -	52	20 0 0
Achosinch, Christian Knowledge Society's - 7	- - -	31	7 10 0
Appin - - F.C. 7	291 12 0	33	20 0 0
Ardchiavaig, Christian Knowledge Society's - 8	- - -	32	15 0 0
Ardentinny - G.A. 6	- - -	24	13 15 0
Ardgour Female *b*			
Ardrishaig - Epis. 8	- - -	79	27 10 0
Ardrishaig - F.C. 7	- - -	76	40 0 0
Ardrishaig - Ch. of S.			
Ardtun - - F.C.			
Ballachulish, South, St. John's - Epis. 8	- - -	53	11 13 4
Balligrant, Female Industrial - 7	- - -	46	14 0 0
Barbreck, Female 5	- - -	21	10 16 8
Barcaldine - G.A. 6	- - -	28	18 6 8
Bowmore, late Killarow, Female - - Indus. *c*			
Bowmore, Female, Industrial and Infants - F.C. 7	87 10 0	22	5 0 0
Bowmore - - P. 7	- - -	90	16 10 0
Bridgend (Islay), Female - Indus. 7	- - -	33	7 0 0
Bridgend - - P.			
Campbelltown, Argyll Street, Elementary Female 6	- - -	91	50 6 8

a For two years. *b* School closed. *c* Merged into Bowmore F.C School.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
ARGYLLSHIRE—*cont.*	£ s. d.		£ s. d.
Campbelltown, Burgh and P.			
Campbelltown (Dalintober), Miss Campbell's P. 6	- - -	217	110 18 4
Campbelltown - Epis.			
Campbelltown - F.C. 6	- - -	110	71 10 0
Campbelltown, Kirk Street, Society's - - 6	- - -	52	12 10 0
Campbelltown, Reformatory.			
Campbelltown, United Female School of Industry - - 6	- - -	94	50 0 0
†Caolis - - F.C.			
Carradale - - G.A. 6	- - -	29	15 0 0
Carsaig - - F.C. 7	- - -	50	7 10 0
Cornaigbeg, Female G.A. 7	- - -	35	12 0 0
Corpach - - G.A. 7			
Corran (of Ardgour) 7			
Craignish - P. 7	- - -	48	12 10 0
Creich, Christian Knowledge Society's - - 7	- - -	34	15 0 0
†Croish - - F.C.			
Dalilongart - G.A.			
Dervaig, Female Industrial - 8	197 0 0	28	14 0 0
Drumlemble - G.A. 6	- - -	21	15 0 0
Dunoon, Female Industrial - F.C. 10	145 0 0	74	37 0 0
Dunoon - - F.C. 10	- - -	89	51 10 0
Dunoon - - P. 5	- - -	85	13 15 0
Dunoon, Female P. 5	- - -	48	25 4 2
Foreland (Bowmore) - - F.C.			
Garvan (Christian Knowledge Society's).			
Glenbarr, Society's 6	- - -	33	16 10 0
Glenborrowdale G.A. 7	- - -	15	25 0 0
Glencoe - - F.C. 7	- - -	34 20	21 10 0
Glencoe Side - P.			
Gruinard - - F.C.			
Hilljpol - - P. 7	- - -	66	34 0 0
†Hynish.			
Innishail - - 5			
Inverary Burgh P. 5	- - -	111	61 5 0
Inverary - - F.C. 6	- - -	45	29 6 8
Kilcalmonell - P. 4	- - -	45	19 14 2
Kilchenzie, Beatluchantine - G.A. 6	- - -	23	20 0 0
Kilchoman - P. *a*			
Kilchoman - G.A. 7	- - -	22	15 0 0
Killarow and Kilmeny - - F.C. 7	- - -	71	38 0 0
Killean - - F.C. 6	- - -	16	15 0 0
Killean - - P. 6	- - -	25	21 10 0
Kilmodan - - F.C. 7	- - -	29	21 10 0
Kilmore - - P. 8	- - -	22	39 0 0
Kilmun - - P. 5	- - -	36	13 15 6
Kinloch - - G.A.	*75 0 0		

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
ARGYLLSHIRE—*cont.*	£ s. d.		£ s. d.
Kinloch Scridan G.A. 7	- - -	28	8 15 0
Kinlochspelve - P. 8			
Kintraw - - G.A.			
Kirkapol - - P. 7	- - -	52	33 0 0
Kirn (Dunoon) - Sess. 5	- - -	42	17 18 4
Knapdale, North P. 5	- - -	36	21 1 8
Lagavulin (Islay) Ch. of S. 7	- - -	47	16 6 8
Ledaig - - G.A. 8	- - -	33	13 10 0
Lismore, Female *a*			
Lismore - - P. 6	- - -	34	18 6 8
Lochaline - - Sess. 8	100 0 0	44	20 0 0
Lochdonhead - G.A.	82 0 0		
Lochend - - F.C. 6	- - -	94	51 10 0
Lochgilphead - Epis.			
Lochgilphead - F.C. 7	- - -	171	95 0 0
Lochgilphead - P. 5	251 0 0	55	17 10 0
Lochgoilhead Village - - 5	- - -	42	19 14 2
Lotts - - G.A. 7	- - -	32	15 0 0
Melfort - - F.C. 7	- - -	43	7 10 0
Mulindry - - F.C. 7	- - -	24	16 10 0
Oatfield - - G.A. 6	- - -	30	21 10 0
Oban, Female - 7	- - -	33	32 10 0
Oban - - F.C. 7	150 0 0	70	35 0 0
Oban, Infant - 7	- - -	63	30 10 0
Ormsary - - G.A. 5	- - -	19	5 0 0
Peninver - - G.A. 6	- - -	20	16 10 0
Poll Strachur - 5	200 0 0	25	12 10 0
Poltalloch, Industrial 8	- - -	64	42 10 0
Port Charlotte, Female Industrial 7	- - -	32	17 10 0
Port Charlotte - G.A. 7	- - -	56	35 0 0
Port Ellen, Infant and Industrial - 7	- - -	52	30 10 0
Portnahaven - F.C. 7	73 15 0		
Portnahaven, Parliamentary - 7	- - -	37	15 0 0
Rhunahourine - G.A. 6	- - -	57	21 5 0
Salen, Female Industrial - 8	- - -	27	13 0 0
Sandbank - - G.A. 6	357 10 0	38	21 1 8
Southend - - P. 6	- - -	66	44 0 0
South Hall - F.C. 7	- - -	23	22 10 0
Stralachlan - P. 5	- - -	23	16 13 4
Strone, Female - 6	- - -	30	10 1 8
Tarbert - - F.C. 7	- - -	126	64 0 0
Tarbert - - G.A. 6	- - -	67	29 15 10
Tighnabruaich-Side P. 5	- - -	79	10 10 0
Tobermory - F.C. 7	- - -	66	23 0 0
Tobermory, Girls' Industrial - G.A.	133 0 0		
AYRSHIRE.			
Alloway, Subscription - - 5	140 0 0	91	41 3 4
Alton Side.			
Annick Lodge Coal Works - 5	- - -	71 27	32 10 0
Ardeer Iron Works - - 10	- - -	246	120 1 8
Ardrossan Industrial 1	108 0 0	110	30 10 0
Ardrossan - - P. 4	- - -	184	118 10 0
Ardrossan - - Sess. 4	*150 0 0	136	57 10 0

a School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Arnsheen - - 5	- - -	56	20 0 0
Auchinleck Female 4	- - -	72	30 14 2
Auchinleck - P. 4	- - -	136	68 15 0
Ayr - - - Epis. 9	- - -	96	47 10 0
Ayr, Fish Cross District - - F.C. 4	- - -	129	62 5 0
Ayr - - - G.A.	206 0 0		
Ayr, Reformatory	158 15 0		
‡Ayr - - - R.			
Ayr, Smith's Institution - 4	125 5 6	336	128 5 0
Ballantrae, Glennap Endowed - 2	- - -	20	15 0 0
Ballantrae - - P. 5	- - -	107	61 0 0
Barr Female Industrial - - F.C. 5	- - -	15	9 3 4
Barr - - - P. 5	- - -	63	36 10 0
Barrhill - - F.C. 5	80 0 0	85	42 10 0
Beith, Endowed Industrial Ch. of S. 1	- - -	130	62 0 0
Beith - - - F.C. 5	132 0 0	83	47 3 4
Beith, Gateside - 1	- - -	53	30 0 0
Beith, New Street United - - Pres. 5	- - -	169	87 0 0
Beith - - - P. 1	109 0 0	125	41 10 0
Benston - - 4	- - -	31	15 0 0
Blair Iron Works 11	- - -	252	107 1 8
Blair Mains - P. 1	- - -	57	20 0 0
Burnside - - 11	- - -	—	*a*
Caprington, Infants - - 12	- - -	—	*a*
Catrine - - - F.C. 5	- - -	98	60 10 0
Catrine Public - 5	750 0 0	141	79 10 0
Colmonell, Female Industrial.			
Colmonell - - P. 5	- - -	102	45 0 0
Coylton - - P. 4	- - -	142	56 5 0
Craigie - - P. 3			
Craigmark - - 10	- - -	234	85 5 0
Cronberry, Eglinton Iron Company 10	- - - *b*	260 / 76 / 270 / 67	92 10 0 / 98 13 4
Crosshands, Rural 5	- - -	36	15 0 0
Crossbill Female 5	- - -	67	31 12 6
Crosshill - - G.A. 4	- - -	78	40 0 0
Crosshouse - P. 4	150 0 0	131	60 10 0
Culroy - - Sess. 5	- - -	52	15 0 0
Cumnock, New - F.C. 4	- - -	107	64 0 0
Cumnock, Old - F.C. 4	- - -	129	65 0 0
Dailly - - F.C. 5	- - -	47	15 0 0
Dailly - - - P. 5	- - -	81	5 0 0
Dalmellington, Ironworks, Kerse 4	- - -	139	64 15 0
Dalmellington, Ironworks, Waterside - 10	- - -	355	106 2 6
Dalmellington, Subscription 10	- - -	75	6 5 0
Dalry, Female Industrial Ch. of S. 4	- - -	172	75 5 0
Dalry - - - F.C. 5	66 10 0	208	90 0 0
Dalry, Kersland Barony - Ch. of S. 4	138 0 0	—	48 10 0
Dalry, Love Lane G.A. 11	- - -	49	21 10 0
Dalry - - - P. 4	- - -	321	159 0 0
Darnconnor Ch. of S. 10	- - -	217 / 29	109 0 10
‡Darvel - F.C. *c*			
Darvel Hastings' United - - 12	- - -	*a*	
Dipple Side - - 7	- - -	33	15 0 0
Dreghorn (Cross Roads) - Ch. of S.			
Dreghorn - - P. 12	- - -	*a*	
Drybridge, Subscription - Ch. of S. 5	205 0 0	26	10 0 0
Dundonald - P. 5	- - -	43	3 15 0
Dundonald, Old Rome - - F.C. 5	- - -	53	5 0 0
Dunlop - - F.C. 5	- - -	51	21 10 0
Eglinton, Iron Works - - 11	637 0 0	238	92 18 4
Fenwick - - P. 1	- - -	45	18 0 0
Fenwick, Subscription - - 3	- - -	58	15 0 0
Fisherton - - G.A.	67 10 0		
Fullarton - - F.C. 4	156 3 4	205	105 0 0
Fullarton - - G.A. 5	- - -	158	52 10 10
Galston - - P. 4	- - -	116	44 0 0
Galston, Public - 11	- - -	190	81 0 0
Girvan, Charity 5	195 0 0	122	50 16 8
Girvan - - F.C. 5	- - -	59	35 0 0
Girvan, Henrietta Street, Female.			
Girvan, Industrial Epis. 9	- - -	85	65 10 0
Girvan - - P. 5	- - -	161	93 15 10
Glengarnock, Iron Works - 5	- - -	227	113 3 4
Grongar Side - P. 6	- - -	45	22 18 4
Hairshaw (Fenwick) - - 1	- - -	36	15 0 0
Hurlford and Portland Iron Works Subscription - 10	497 3 6 *b*	339 / 51 / 339	162 16 8 / 157 17 6
Irvine Public and Industrial - 11	310 0 0	*a*	*d*13 0 0
Kerse Colliery.			
Kilbirnie, Female Industrial - 4	115 16 3	88	31 11 8
Kilbirnie - - F.C. 5	203 0 0	117	63 0 0
Kilbirnie - - P. 4	- - -	162 / 37	90 15 0
Kilbride, West, Female Industrial - - 1	213 6 0	30	12 0 0
Kilbride, West - F.C. 4	- - -	65	20 0 0
Kilbride, West - P. 1	- - -	120 / 30	55 18 0
‡Kilgrammie - Undl.			
Kilgrammie Ch. of S. 5	- - -	48	25 0 0
Kilkerran (Hill Side) - - 5			
Kilmarnock Academy.			
Kilmarnock, Bentinck Street, Kay's 5	- - -	323	6 13 4
Kilmarnock - Epis.			
Kilmarnock, Female Industrial 12	- - -	—	*a*
Kilmarnock - Free 11	- - -	176	52 11 8

a Due, but not paid. *b* For two years. *c* Amalgamated with Darvel Hastings United School.
d Additional payment for 1868.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Kilmarnock, Industrial, High F.C. 4	- - -	121	48 0 0
Kilmarnock, Reformatory.			
Kilmarnock - R. 5	- - -	103	70 6 8
Kilmarnock, Town Head District - 4	140 13 4	134	131 10 0
Kilmaurs, Female Burgh - 1	- - -	67	27 0 0
Kilmaurs - P. 4	- - -	122	45 0 0
Kilwinning - P. 4	- - -	256	103 15 0
Kingsford, Subscription - - 4	- - -	39	18 0 0
Kirkmichael Female - - 4	- - -	58	31 0 0
Kirkoswald, Female Industrial - 4	- - -	46	18 15 0
Kirkoswald - P. 5	- - -	72	26 10 0
Largs, Brisbane, Endowed - 10	- - -	218	130 0 0
Largs, Female Industrial - F.C. *a*			
Largs, Female Industrial Ch. of S. 5	103 2 6	56	33 0 0
Largs - - - F.C.	225 15 0		
Largs - - - P. 5	- - -	122	44 13 4
Largs, New (Lade Street) - F.C.	403 13 4		
Lendal - Ch. of S. 5	120 0 0	15	15 0 0
†Loudoun - - P.			
Lugar Iron Works Ch. of S. 10	577 0 0	356	126 19 2
Mauchline, New Educational Inst. 11	- - -	164	66 10 0
Mauchline - P. 11	- - -	127	52 0 0
Maybole, Industrial - Epis. 9	- - -	93	56 13 4
Maybole, Female Industrial - F.C. 5	- - -	67	29 3 4
Maybole, West Church - - 4	- - -	199	78 10 0
Monkton - - F.C. 4	- - -	51	7 10 0
Muirkirk Iron Works - - 10	- - -	267 *b* 24	126 10 0
Muirkirk - - P. 10	- - -	126 *b* 121	49 0 0 40 10 0
Newmilns - - F.C. 4	252 0 0	301	128 10 0
Newton-on-Ayr F.C. 4	180 0 0	108	37 15 0
Newton-on-Ayr P. 5	- - -	185	38 1 8
Ochiltree - - F.C. 4	100 0 0	47	21 10 0
Perceton - - F.C. 5	- - -	86	41 10 0
Pinwhirry - Ch. of S. 5	100 18 8	84	21 10 0
Prestwich, Burgh Ch. of S. 12	- - -	*c*	
Riccarton, New Street - - 5	- - -	92	20 0 0
Riccarton - - P. 7	- - -	109	58 0 0
Riddance Works 11	- - -	92	62 0 0
Saltcoats - - F.C. 6	363 4 9	152	70 0 0
Saltcoats - - R. 4	- - -	63	34 3 4
Saltcoats, Kyle's Hill - - - 10	*150 0 0	20	6 13 4
Skelmorlie Undl. 5	202 0 0	53	39 0 0
Sorn - - - P. 4	- - -	110	81 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Stair - - - P. 5	- - -	54	18 0 0
Stevenston - P. 4	- - -	168	74 0 0
Stewarton - - F.C. 4	158 0 0	87	36 0 0
Stewarton, Institution - - 11	- - -	*c*	
Straiton, Lady Hunter Blair's 4	- - -	19	10 0 0
Symington - F.C.			
Tarbolton - - P. 4	- - -	140	65 3 4
Tarbolton, Subscription - - 4	- - -	93	53 17 6
Tarbolton, Female Subscription.			
Troon Academy Ch. of S.	167 10 0		
Troon - - F.C. 4	- - -	125	49 10 0
Wallacetown Ch. of S. 10	- - -	74	11 5 0
Wallacetown Works 12	- - -	*c*	
Whitletts, Feuars 12	71 0 0	*c*	
BANFFSHIRE.			
Aberchirder - G.A. 12	321 0 0	232	102 0 0
Aberlour - - P. 2	- - -	102	13 15 0
†Alvah - - P.			
Arradoul Female Industrial - 3	171 0 0	66	30 10 0
Banff - - F.C. 10	- - -	158	23 0 0
Banff, St. Andrew's - Epis. 5	- - -	80	56 3 4
Banff, Wilson's Educational Institution - Ch. of S. 10	*100 0 0	*c*	
Bellie - - P. 11	- - -	*c*	*d*4 0 0
Blacklaw, Mixed Religious - - 2	77 15 0	56	34 0 0
Boharm, Second P.	214 0 0		
Botriphnie - P.			
Buckie - Epis. 5	- - -	58	31 13 4
Buckie - - F.C. 10	- - -	225	103 10 0
Buckie - - R. 4			
Buckie, United Pres.			
Cabrach Second P. 2	- - -	33	16 10 0
Chapeltown - R. 4	- - -	99	61 10 0
Cullen - - F.C. 10	- - -	80	47 10 0
Cullen - - P. 1	- - -	118	32 17 6
Cullen Seatown -	31 17 3		
Deskford - - P. 1	- - -	65	33 6 8
Deskford - - F.C.			
Dufftown, Mixed R. 4	- - -	95	35 0 0
Dunlugas, Female 1	- - -	41	16 13 4
Easterfield, Female 1	- - -	30	14 0 0
Edingight - Ch. of S. 12	- - -	33	25 0 0
Enzie - - F.C. 3	- - -	64	35 0 0
Enzie, Society.			
Fordyce - - F.C. 10	69 0 0	25	10 0 0
Fordyce, Industrial - Ch. of S.			
Forglen, Female 1	- - -	43	20 0 0
Glenlivat - - G.A. 2			
Glenrinnes - G.A. 2	- - -	32	21 10 0
Grange (by Keith) - - F.C. 1	- - -	57	15 0 0

a Amalgamated with Largs Brisbane Endowed.
b For two years.
c Due, but not paid.
d Additional payment for 1868.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
BANFFSHIRE—*cont.*	£ s. d.		£ s. d.
Grange - - P. 2	- - -	59	28 5 0
Hilton (Banff) - P. 1	- - -	61	16 10 0
Inveravon - - P. 2	- - -	64	16 10 0
Inverkeithnie (Downies) - - F.C. 1	- - -	28	3 15 0
Inverkeithnie - P. 1	- - -	70	10 0 0
Keith - - F.C. 10	- - -	106	61 10 0
Keith - - P. 11	- - -	*a*	
Keith - - R. 4	- - -	42	16 15 0
Kirkmichael - P. 3	- - -	41	16 10 0
Linhead, Female - 1	- - -	46	15 0 0
Longmanhill, Lord Fife's - 1	- - -	55	20 0 0
Lynn of Shenval (Glenlivat) - 2	- - -	48	15 0 0
Macduff - - F.C. 10	353 11 0	324	135 0 0
Macduff - - P. 11	- - -	*a*	
Marnock, New - F.C. 1	- - -	159	90 10 0
Mortlach Dufftown, Female - Ch. of S. 2	297 12 0	123	48 0 0
Mortlach - - P. 2	- - -	94	37 13 4
New Mill, Society's 2	- - -	51	28 0 0
Ordiquhill - P. 1	- - -	95	31 10 0
Park, Girls' - 1	- - -	59	36 10 0
Pitgair, Female P. 1	- - -	89	42 10 0
Port Gordon Ch. of S. 2	- - -	90	33 0 0
‡Portnochie - G.A.			
Portsoy, Female Industrial - - 11	107 0 0	*a*	510 0 0
Portsoy, Grammar P. 11	180 0 0	*a*	
Portsoy, Society's 11	- - -	*a*	
Protston Hill - P. 1	- - -	96	35 0 0
Rathven - - P. 2	- - -	91	32 13 4
Rothiemay, Female - - P. 2	- - -	40	14 0 0
Rothiemay - F.C. 1	- - -	116	69 0 0
Rothiemay - P. 2	- - -	32	16 10 0
Tombae, St. Mary R. 4	- - -	61	7 5 0
Tomintoul, Female - - 3	- - -	113	19 0 0
Tomintoul, Parliamentary - P. 3	- - -	90	52 0 0
Tomintoul - R. 4	- - -	87	49 0 0
Whitehills - G.A. 1	- - -	110	16 5 0
BERWICKSHIRE.			
Abbey, St. Bathan's P. 3	- - -	28	23 0 0
Allanton - - 3			
Allanton, Female 3	- - -	25	11 0 0
Auchincrow. *See* Coldingham.			
Ayton, Female.			
Ayton, Girls and Infants - - 3	- - -	82	37 6 8
Ayton - - P. 3	- - -	80	15 0 0
‡Berwick, Girls, Industrial.			
Birgham, District Ch. of S.			
Boston - - F.C. *See* Dunse.			

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BERWICKSHIRE—*cont.*	£ s. d.		£ s. d.
Burnmouth - G.A. 3	188 0 0	64	20 0 0
Coldingham, Auchincrow - Undl. 3	175 0 0	55	35 0 0
Cranshaws - P. 3	- - -	30	20 0 0
Dunse, Boston - F.C. 2	- - -	123	47 10 0
Dunse - - P. 3	- - -	—	20 16 8
Earlstown - - F.C. 2	- - -	60	20 0 0
Edrom - - P. 3	- - -	26	16 13 4
Eyemouth - - F.C. 2	225 0 0	209	72 16 8
Eyemouth - - P. 3	- - -	154	81 13 4
Foulden - - P. 3	- - -	58	23 6 8
Greenlaw - - F.C. 2	245 10 0	180	63 10 0
Lauder - - F.C. 2	- - -	94	60 10 0
Lauder, Industrial and Infants - - 4	- - -	47	37 10 0
Lauder - - P. 4	- - -	98	57 11 8
Leitholm - - F.C.			
Longformacus - P. 3	- - -	32	16 10 0
Mertown - - P. 3	- - -	84	25 10 0
Millburn - - 3	- - -	31	24 3 4
Milne Graden - P. 3	- - -	28	4 6 8
Ninewells - Ch. of S. 3			
Paxton, Girls and Infants - - P. 3	- - -	55	35 8 4
Paxton Village Ch. of S. 3	- - -	45	21 10 0
Renton (late Houndwood Grant's House)	50 0 0		
Reston - - P. 3	68 0 0	61	16 19 0
Swinton - - F.C. 2	- - -	77	36 10 0
BUTESHIRE.			
Brodick - - P. 7	- - -	64	35 10 0
Bute, Ragged Industrial.			
Corrie (Arran) Endowed - - 7	- - -	23	16 10 0
Cumbrae (Isle of) F.C. 10	- - -	70	40 0 0
Kingarth - - F.C.			
Lamlash, Female Industrial - 7			
Lamlash - - P. 7	- - -	51	21 10 0
Port Bannatyne F.C. 10	- - -	30	21 10 0
Rothesay - - G.A.	118 0 0		
Rothesay, East - F.C. *c*			
Rothesay, East and West - F.C. 10	- - -	232	109 5 0
Shiskine Side - P. 7	- - -	64	13 15 0
Sliddery - - G.A. 7	- - -	28	19 0 0
Whitingbay, Female - - 7	- - -	23	13 0 0
CAITHNESS-SHIRE.			
‡Achow.			
Barrock - - G.A. 7	- - -	60	46 10 0
Berriedale - - G.A. 7	- - -	23	15 0 0
‡Bruan.			
Canisbay - - F.C. 4	- - -	23	25 0 0
‡Canisbay - - P.			

a Due, but not paid. *b* Additional payment for 1868. *c* Amalgamated with Rothesay West F.C.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
CAITHNESS—*cont.*	£ s. d.		£ s. d.
Dumbeath, Female - - 7	- - -	41	14 0 0
Dunn - - - G.A.			
‡Dunnet - - P.			
Forss - - - G.A. 7	- - -	38	25 0 0
Freswick - - G.A. 7	- - -	23	23 0 0
Gersa - - - F.C.			
Greenland - - F.C. 4	- - -	28	5 0 0
Halkirk, Congregational - - F.C. *a*			
Halkirk, Female F.C. 4	- - -	48	17 15 0
Halkirk - - P. 7	- - -	58	37 10 0
John o'Groats - G.A. 7	- - -	41	40 0 0
‡Keiss, Congregational.			
Keiss, Parliamentary - - - 7	- - -	30	
Latheron - - P. 7	- - -	87	62 0 0
Leurery - - G.A. 7	- - -	64	38 5 0
Lybster - - F.C. 4	33 0 0	91	41 11 8
‡Mey Society's Ch. of S.			
‡Newlands - - F.C.			
Olrig, Female - 4	- - -	47	31 10 0
Olrig - - - F.C. 4	- - -	50	26 10 0
Pulteneytown Academy - - 7	*400 0 0	51	10 0 0
Pulteneytown - F.C. 4	112 0 0	141	63 15 0
Reay - - - P. 6	- - -	51	10 0 0
Staxigoe Society's.			
Stirkoke - - G.A. 7	- - -	38	12 10 0
Stroma Society's.			
Thrumster - G.A.			
Thurso, Benevolent Female - 4	- - -	117	57 10 0
Thurso - - F.C. 4	260 0 0	135	87 16 8
Toftingall - - G.A. 7	- - -	34	18 0 0
Ulbster Society's.			
Watten - - F.C. 4	262 0 0	40	20 0 0
Watten - - P. 7	- - -	32	18 0 0
Wick - - - F.C. 4	- - -	233	100 0 0
Wick - - - P. 7	- - -	80	21 13 4
CLACKMANNANSHIRE.			
Alloa - - - Epis. 2	- - -	166	52 16 8
Alloa, Juvenile and Infants' - 11	401 0 0	*b*	
Alloa, Ragged and Industrial - *c*			
Causeway Head District - - 3	- - -	48	20 16 8
Clackmannan Ch. of S. 1	140 0 0	107	59 0 0
Clackmannan, Female - 1	- - -	63	25 0 0
Coalsnaughton, Subscription - *c*			
Devon Alloa Colliery - - 11	- - -	*b*	
Forestmill, Subscription - - 3	- - -	28	15 0 0
Kennet Village - 1	- - -	50	35 0 0
Menstric, Subscription - - 11	- - -	70	35 5 0
		*d*79	23 0 0
‡Sauchie, Subscription.			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
CLACKMANNAN—*cont.*	£ s. d.		£ s. d.
Tillicoultry Academy - - 11	- - *d*	154	81 10 0
		160	84 10 0
Tillicoultry - P. 11	- - -	121	69 10 0
Tullibody, Subscription - - P. 11	- - -	*b*	
DUMBARTONSHIRE.			
Alexandria - F.C. *e*	120 0 0		
Alexandria Congregational - F.C. 11	- - -	196	84 3 4
Alexandria - P. 10	250 0 0	163	87 3 4
Alexandria Village - - 10	- - -	62	
Arrochar - - P. 2	- - -	43	15 0 0
Bonhill (Mrs. Ewing's) Female Industrial - *e*			
Bonhill, Female Sess. 10	- - -	40	37 10 0
Bonhill - - P. 10	- - -	153	93 6 8
		103	
Bowling, Public - 10	- - -	65	32 10 0
Cardross - - F.C. 1	- - -	38	13 0 0
Cardross - - P. 2	- - -	76	15 0 0
Cumbernauld, Female - - 3	- - -	62	28 10 0
Cumbernauld - P.			
Dalmonach Endowed - Ch. of S. 10	- - -	112	56 6 8
Dalmuir, Subscription.			
Dumbarton, Burgh Academy - F.C. 12	- - -	*b*	
Dumbarton - Epis. 9	- - -	112	64 10 0
Dumbarton - F.C. 12	112 0 0		
Dumbarton - R. 4	- - -	108	38 10 0
Dumbarton - Wes. 10	- - -	188	64 10 0
‡Duntocher - F.C.			
Duntocher Works 12	- - -	*b*	
Faifley - - Ch. of S.			
Gairlochhead, Public *f*			
Garscadden Works 12	- - -	160	43 6 8
		28	
Helensburgh - F.C. 11	240 0 0	124	62 0 0
Helensburgh, Grant Street Mission 12	- - -	*b*	
Helensburgh, Quoad Sacra - Ch. of S. 10	- - -	157	64 16 8
Helensburgh, Ragged. Industrial.			
Helensburgh, Trinity - - - Epis.			
Jamestown (Bonhill) - - - F.C. 11	- - -	94	44 0 0
Kilcreggan - F.C. 12	423 0 0	*b*	
Kilpatrick, New P. 2	- - -	31	14 0 0
Kilpatrick (Old) F.C. 12	- - -	*b*	
Kilpatrick (Old) P.			
Kirkintilloch, Industrial - - 3	- - -	93	21 16 0
Kirkintilloch, Kerr Street, Self-supporting - - 3	- - -	107	59 0 0

a School ceased to exist. *b* Due, but not paid. *c* Removed from inspection. *d* For two years.
e School closed. *f* School temporarily closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
DUMBARTON—*cont.*	£ s. d.		£ s. d.
Kirkintilloch (The Oswald and Kirk-Session) Ch. of S. 11	650 0 0	114	77 7 6
Knockderry, Mixed 2			
Luss - - - P. 2	- - -	31	23 0 0
Milton, Public - 12	163 10 0	*a*	
Muirhead, South 3	- - -	42	15 0 0
Muirland Side - G.A.			
Renton, Female - G.A. 10	- - -	68	34 0 0
Renton, Infant and Female Industrial - - F.C. 11	- - -	61	14 0 0
Renton, Public - F.C. 11	- - -	108	65 10 0
Shandon - - F.C. 11	- - -	25	18 0 0
Waterside - - Undi.	87 5 0		
DUMFRIESSHIRE.			
Annan, Infant and Industrial - - G.A. 6	- - -	274	79 6 8
Annan - - P.			
Annan Bonshaw P.	200 0 0		
Brydekirk Infant and Female Industrial - - 6	88 18 0	81	30 16 8
Brydekirk - P. 6	145 0 0	21	21 10 0
Capenoch, Infant 7	- - -	50	16 5 0
Carlaverock - P. *b*			
Collin (Torthorwald) Side - P. 6	- - -	73	18 0 0
Cummertrees - P. 6	- - -	77	35 0 0
Dumfries - - Epis. 3	- - -	88	25 10 0
Dumfries (Catharinefield) - - P. 6	- - -	44	15 0 0
Dumfries, Ladies' Benevolent Society's - - 6	27 11 8	200	98 6 8
Dumfries, Mission - - - F.C. 4	- - -	174	51 5 0
Dumfries and Maxwelltown Educational Society's Common - - -	96 0 0		
Dumfries and Maxwelltown Ragged and Reformatory.			
Dumfries, St. Andrew's - - R. 5	- - -	147	36 13 4
Dunscore - - F.C.	212 0 0		
Eaglesfield Branch Parish and Assembly - 6	- - -	70	36 13 4
Ecclefechan - F.C. 4	- - -	58	38 15 0
Ecclefechan, Infant and Industrial - - 6	*50 0 0	57	21 13 4
Gasstown - - P.	45 0 0		
Glencairn - - F.C. 4	- - -	72	23 0 0
Glencaple - - 6	- - -	64	26 5 0
Goodhope - Ch. of S. 6	- - -	72	34 10 0
Hightae - - F.C. 4	11 0 0		
Hoddam - - P. 6	- - -	80	16 10 0
Holywood - - P. 7	- - -	71	39 15 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
DUMFRIES—*cont.*	£ s. d.		£ s. d.
Hutton Lodge, Female - -	- - -	20	5 0 0
Keir Lower - P 7	- - -	46	23 5 10
Kirkmahoe - F.C. 4	- - -	33	15 0 0
Kirkpatrick Fleming - - - F.C.			
Kirkpatrick juxta Parish - - 6	- - -	78	35 16 8
Langholm - - F.C. 4	207 0 0	113	79 0 0
Langholm, Infant.			
Langholm - - P. 6	- - -	136	74 16 8
Locharbriggs - G.A.	50 0 0		
Lochmaben - F.C. 4	15 0 0		
Lochmaben - P. 6	208 9 0	158	59 0 0
Lockerby, Industrial - - F.C. 4	320 0 0	123	38 10 0
Mousewald - P. 6	- - -	92	48 6 8
Newton, Girls' - 6	- - -	25	14 0 0
Penpont - - P. 7	- - -	103	41 13 4
Ruthwell, Female and Industrial 6	- - -	34	15 0 0
Ruthwell - - F.C. 4	- - -	33	15 0 0
Sanquhar - - P. 7	- - -	163	82 19 2
Shielhill, Tinwald - - P. 7	- - -	23	17 17 6
Sibbaldie - - P. 6	- - -	48	15 0 0
Tinwald (Amisfield) - - P. 7	54 0 0	70	19 10 0
Torthorwald 1st P. 6	- - -	72	15 0 0
Tynron - - P. 7	- - -	19	23 5 10
Trohoughton - G.A.	30 0 0		
EDINBURGHSHIRE.			
Addiewell - - 2	- - -	202	37 18 4
Balerno, Subscription Ch. of S. 2	208 16 6	99	26 5 0
Bellsquarry, Subscription - - 2	- - -	56	15 0 0
Bonnyrigg, Girls 4	- - -	179	60 0 0
Borthwick, Gorebridge, Heritor's - - 2	- - -	52	31 10 0
Borthwick - P. 2	- - -	70	18 0 0
Calder, East, Subscription - 2	192 2 6	112	42 0 0
Calder, Mid, Female - - 3	90 0 0	82	36 10 0
Calder, West - P. 2	- - -	146	27 10 0
Calder, West, Subscription - - 3	- - -	82	21 10 0
Carrington - P. 1	- - -	69	23 0 0
Cockpen - - F.C. 2	168 0 0	110	67 10 0
Colinton and Currie - - F.C. 1	117 0 0	52	25 0 0
Coltbridge (Lord Mackenzie's) - F.C. 2	103 10 0	102	41 3 4
Corstorphine - P. 2	- - -	130	33 0 0
Cousland, District - - - F.C. 1	177 17 6	72	16 10 0
Cramond, Female - - P. 1	- - -	58	35 10 0
Cramond - - F.C. 2	124 0 0	55	43 0 0
Cramond, Lennie 1	85 0 0	54	20 0 0
Cramond - - P. 1	- - -	44	20 0 0

a Due, but not paid.

b Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Crichton, Female P. 2	- - -	111	50 10 0
Dalkeith Academy - - F.C. 1	248 0 0	252	128 18 4
Dalkeith, Duke of Buccleuch's - 1	- - -	85	16 10 0
Dalkeith, Buccleuch, Infants 1	- - -	84	27 0 0
Dalkeith - - P. 1	- - -	120	38 0 0
Dalkeith, Poors Sess.			
Dalkeith - - Sess.			
Dalkeith, St. David's - - R. 6	- - -	54	47 10 0
Dalkeith, St. Mary's - - Epis. 11	- - -	155	42 10 0
Dalmahoy, St. Mary's - - Epis. 11	- - -	*a* 62 / *a* 66	34 0 0 / 41 10 0
Davidson's Mains Ch. of S. 1	- - -	87	44 0 0
Edinburgh, Buccleuch - - Sess. 7	*750 0 0	50	18 6 8
Edinburgh, Canongate - Burgh 7	250 0 0	195	105 18 4
Edinburgh, Canongate - - Sess. *b*	*350 0 0		
Edinburgh, Canongate, Christian Society's (Male) - - 7	- - -	82	32 10 0
Edinburgh, Canongate, Christian Society's (Female) - - 7	- - -	67	34 0 0
Edinburgh, Canonmills, St. Mary's F.C. 6	150 5 0	107	58 0 0
Edinburgh, Causewayside - - F.C.			
Edinburgh, Chalmers', Westport, Territorial - F.C. 7	- - -	199	116 0 0
Edinburgh, Dean Chalmers - F.C. 6	- - -	171	101 3 4
Edinburgh, Dr. Thomson's - F.C.			
Edinburgh, Fountain Bridge - F.C. 6	145 0 0	246	111 16 8
Edinburgh, Fountain Bridge, West, Female Industrial 1	- - -	220	62 16 8
Edinburgh, Free High Ch. (Advocate's Close) 5	- - -	104	44 0 0
Edinburgh, Free, New North - F.C. 7	- - -	276	65 16 8
Edinburgh (Greenside), Dr. Bell's 7	- - -	407	131 0 0
Edinburgh, Greenside, Infants - 7	148 0 0	94	33 0 0
Edinburgh, High Church - - Sess.			
Edinburgh, High Riggs, St. Cuthbert's - - F.C. 6	- - -	158	50 15 0
Edinburgh, Holyrood - - F.C. 6	- - -	230	108 10 0
Edinburgh, John Street, Indust. 5	- - -	81	21 0 0
Edinburgh, Lancasterian - - 2	- - -	373	225 14 2
Edinburgh, Leven Lodge.			
Edinburgh, Marionville, Original, Ragged.			
Edinburgh, Model F.C. 6	303 0 0	373	368 11 8
Edinburgh, Niddry St., Dr. Bell's Ch. of S. 7	- - -	474	212 6 8
Edinburgh, Northern District - F.C. 7	605 0 0	143	92 0 0
Edinburgh, New Grey Friars - Sess.	254 0 0		
Edinburgh, Old Grey Friars - G.A.	*845 0 0		
Edinburgh, Original Ragged Industrial (Ramsay Lane).			
Edinburgh, Pilrig F.C. 6	226 0 0	230	102 8 4
Edinburgh, Pleasance Territorial F.C. 7	281 0 0	245	119 0 0
Edinburgh, Practising - G.A. 6	- - - *a*	561 / 562	205 13 4 / 236 6 8
Edinburgh, Roseburn - F.C. 1	- - -	125	31 10 0
Edinburgh, Roxburgh Street - F.C.			
Edinburgh, St. Andrew's Hall Epis. 11	- - -	192	100 10 0
Edinburgh, St. Andrew's - R. 5	- - -	171	115 0 0
Edinburgh, St. Ann's, Niddry Street - R. 5	- - -	268	161 17 6
Edinburgh, St. Bernard's - Sess. 1	23 6 8	192	101 10 0
Edinburgh, St. Catherine's - R. *e*			
Edinburgh, St. Columba's - Epis. 11	280 0 0	66	33 15 0
Edinburgh, St. Cuthbert's - R. 7	- - -	93	19 0 0
Edinburgh, St. George's - Epis. 11	- - -	81	13 0 0
Edinburgh, St. George's Local G.A. 6	- - -	354	133 17 6
Edinburgh, St. Ignatius - - R. 5	- - -	147	104 7 6
Edinburgh, St. John's, Epis. Practising - 11	- - -	314	155 0 0
Edinburgh, St. John's - - P. *d*			
Edinburgh, St. Mary's Female Indust. Epis. *e*			
Edinburgh, St. Mary's - - R. *c*			
Edinburgh, St. Mary's (Horse Wynd), Infants R.			
Edinburgh, St. Mary's (Lothian Street) - - R. 5	1,200 0 0	238	221 1 8

a For two years.
b School closed.
c Now forms part of St. Mary, Lothian Street, R.C.
d School discontinued.
e Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Edinburgh, St. Mary's, Canonmills - Sess. 7	- - -	295	115 0 0
Edinburgh, St. Patrick's (Market Street) - - R. 5	- - -	180	120 12 6
Edinburgh, St. Paul's (Carrubber's Close) - Epis.			
Edinburgh, St. Paul's District F.C. 7	300 0 0	426	161 10 0
Edinburgh, Stockbridge - F.C. 6	- - -	230	123 13 4
Edinburgh, St. Stephen's - G.A.	*800 0 0		
Edinburgh, Thistle Street (McLean's) Ch. of S. 3	- - -	122	63 0 0
Edinburgh, Tolbooth - - F.C. 7	- - -	155	47 10 0
Edinburgh, Tolbooth - - Sess.	*600 0 0		
Edinburgh, Trinity - - Epis. 11	- - -	264	95 10 0
Edinburgh, Tron Church, Female Industrial - 2	- - -	96	63 19 2
Edinburgh, United Industrial.			
Edmonstone, Colliery - Ch. of S. *a*			
Edmonstone, Female - Ch. of S. 4	- - -	61	24 7 6
Fisherrow, English 1	- - -	152	67 10 0
Fisherrow - - F.C. 1	- - -	124	67 10 0
Fisherrow, Back of (Ragged) - F.C. 1	204 0 0	108	37 10 0
Gilmerton, Female.			
Glencross - - P. 2	- - -	105	15 0 0
Gogar, Female Ch. of S.			
Juniper Green, Female - Ch. of S. 2	80 0 0	57	30 3 4
Kirknewton - P. 2	- - -	41	34 5 10
Lasswade - - P. 4	- - -	233	35 8 4
Lasswade, Subscription - *a*			
Lasswade, Whitesbill Colliery Subscription - Ch. of S. 7	- - -	154	95 15 0
Leith, Hay's Mechanics' - - 6	- - -	107	41 5 0
Leith - - R. 5	- - -	172	41 10 10
Leith, St. James' Epis. 11	735 0 0	*b*	*c*3 16 8
Leith, St. John's F.C. 7	*550 0 0	287	116 8 4
Leith, St. Ninian's F.C. 7	*490 0 0	232	123 10 0
Leith, South - F.C. 7	650 0 0	264	134 10 0
Leith, South - P.			
Leith, Victoria - F.C. 7	- - -	76	39 0 0
Liberton - - F.C. 3	- - -	61	38 0 0
Loanhead, Subscription - - 4	115 4 0	145	65 0 0
Meadowbank, Female Industrial - Ch. of S. *d*			
Morningside - F.C.	108 15 0		
Morningside, Subscription - - 3	- - -	105	53 0 0
Musselburgh Ch. of S. 2	- - -	78	34 0 0
Nellfield, Infant (Private) - Ch. of S. 2	- - -	40	7 10 0
Newbattle - - P.			
Newbattle (Collieries) - Ch. of S. 7	- - -	243 53	85 0 0
Newbiggin - F.C. 1	- - -	137	60 10 0
Newhaven, Free Fisherman's Society - - 7	- - -	72	41 13 4
Newhaven, Madras Ch. of S. 3	*311 0 0	198	88 0 0
Newington, Ch. Congl. 2	- - -	126	48 11 8
Newington - F.C. 7	300 0 0	218	92 10 0
Newlandrig, Subscription - - 2	- - -	41	12 0 0
Newton (Dalkeith) P. 4	- - -	78	37 10 0
Pathhead Ford - F.C. *a*			
Penicuick - Ch. of S. 4	188 0 0	99	53 0 0
Penicuick - - F.C. 2	81 0 0	115	61 10 0
Portobello - - Epis. 11	- - -	74	31 10 0
Portobello, Female 1	- - -	87	37 10 0
Portobello - - F.C. 7	- - -	65	23 0 0
Ratho, Female Ch. of S. 2	- - -	52	27 0 0
Ratho, New Subscription Ch. of S. *a*			
Roslin - - F.C. 3	- - -	41	29 3 4
Roslin, Subscription - - - 4	- - -	61	12 0 0
Slateford, St. Cuthbert's, Subscription - - 2	*100 0 0 139 10 0	104	50 10 0
Stobhill - " - G.A. 4	202 10 0	183	41 15 0
†Stobhill, Mission F.C.			
Stow - United Pres. 1	- - -	66	25 0 0
Temple - - F.C.			
Valleyfield, Infant and Industrial - - 2	- - -	107	61 10 0
Water of Leith, Original Infant 7	- - -	98	59 0 0
Whitehill (Dalkeith), Colliery 7	- - -	83 25	18 15 0
Wilkieston - F.C. 2	117 0 0	73	41 10 0
ELGINSHIRE.			
Advie Side - P. 2	- - -	*b*	
Archiestown - G.A.	101 0 0		
Bishopmill - G.A. 11	289 0 0	*b*	
Burhead, Female - - 11	- - -	20	13 10 0
Burghead - - F.C. 11	- - -	*b*	
Burghead - - G.A. 11	- - -	59 *e*60	32 10 0 38 0 0
Clackmarras District.			
Dallas, Girls, Industrial - - 2	- - -	34	19 10 0
Dallas, Girls, Industrial - - F.C. 3	- - -	32	11 0 0
Duffus - - P. 12	- - -	—	*b*

a School closed. *b* Due, but not paid. *c* Additional payment of 1868.
d Removed from inspection. *e* For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	£ s. d.		£ s. d.
ELGIN—*cont.*			
Elchies - - P. 2	- - -	60	21 17 6
‡Elchies, Second P.			
Elgin, Anderson's Institution, Free 11	- - -	251	78 0 0
Elgin - - - Epis. 8	166 0 0	41	34 0 0
Elgin, Girls - 10	*150 0 0 }	*a*	*b* 5 15 0
„ - -	79 13 6 }		
Elgin, Trades - 10	*120 0 0	*a*	
Findhorn - - 11	- - -	60	20 0 0
Fochabers, Milnes' Free - Ch. of S. 10	- - -	*a*	
Forgie - - 2			
Forres - - Epis. 8	- - -	126	70 0 0
Forres, Female Industrial - 11	70 0 0	*a*	
Forres, Infant - 11	- - -	*a*	
Garmouth, Christian Society's - - 2	- - -	65	15 0 0
Garmouth - F.C. 11	80 0 0	*a*	
Hopeman - F.C. 11	- - -	103	58 0 0
Hopeman - G.A. 11	- - -	66	40 0 0
Kinloss - P.			
Kintessack (Dyke) 3	- - -	38	14 0 0
Knockando, Female Industrial - 2	124 10 0	32	19 10 0
Logie - - - 3	- - -	101	70 10 0
Lossiemouth - F.C. 11	- - -	*a*	*b* 4 0 0
Lossiemouth, Boys G.A. 11	522 1 6	*a*	
Lossiemouth, Girls G.A. 11	- - -	*a*	
Rafford the Burgie - - - 3	- - -	56	15 0 0
Rafford the Reade, Female Industrial 3	- - -	44	12 0 0
Rothes Society, Female - - 2	- - -	55	34 0 0
St. Andrew's, Lhanbryd - P. 2	- - -	53	36 10 9
‡Speymouth - P.			
Spynie - - P.			
Urquhart - - F.C. 3	- - -	80	38 16 8
Urquhart - - P. 2			
FIFESHIRE.			
Aberdour - - F.C. 11	- - -	37	23 0 0
Aberdour - - P. 4	- - -	94	61 10 0
Andrew's, St. (Fisher's) - Ch. of S. 7	360 0 0	175 } 20 }	67 15 0
Andrew's, St., Infants - Ch. of S. 7	200 0 0	82	46 10 0
Andrew's, St. (Madras College) - - - 7			
Anstruther, Easter F.C. 11	222 0 0	203	92 1 8
Auchtermuchty F.C. 3	65 0 0	101	42 7 6
Auchtermuchty, Madras - 2	278 0 0	130	54 10 0
Auchtermuchty P. 2	- - -	115	62 0 0
Balmerino - P. *c*			
Blebo Craigs, Girls' *d*			
Bogie, West - F.C. 6	38 15 0	56	25 0 0
Bonerbo, Female 3	- - -	53	15 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
	£ s. d.		£ s. d.
FIFESHIRE—*cont.*			
‡Boreland - - P.			
Boreland Colliery 7	- - -	60	11 5 0
Bruntou, Flisk, and Creich - F.C.	80 0 0		
Buckhaven Links 6	- - -	95	37 5 0
Buckhaven Village, Subscription - 6	500 0 0	154	70 16 8
Burnside, Subscription - 3	- - -	39	19 3 4
Burnside, Endowed	45 10 0		
Burntisland Burgh 11	- - -	*a*	*b* 14 0 0
Burntisland - Epis. 11	- - -	*a*	
Burntisland Infant - - F.C. 10	- - -	201	89 0 0
Cameron - - P. 7	- - -	38	7 10 0
Carnbee - - F.C. 3	151 0 0	48	18 0 0
Cellardyke, Female 6	*110 0 0	126	59 0 0
Ceres - - - P. 2	- - -	187	84 10 0
Ceres, Female Industrial - 2	- - -	60	3 6 8
Cluny, Colliery Ch. of S.			
Colinsburgh, Self-supporting - 2	95 0 0	60	20 0 0
Collessie - - P. 3	- - -	75	34 11 8
Collessie - - F.C.	120 0 0		
Crail - Burgh 6	- - -	130	53 0 0
Crail, Town and P. - - 6	- - -	93	55 10 0
Cupar, Madras Academy Ch. of S. 7	- - -	169	47 0 0
Cupar, Madras Academy, South Branch - - 7	170 0 0	183	40 10 0
Dairsie - - P. 2	- - -	55	16 10 0
‡Dairsie - - F.C.			
Dalgety - P. 4	- - -	88	44 0 0
Denhead, Subscription - Ch. of S.	67 10 0		
Denino - Ch. of S. 7	- - -	57	19 5 0
Donibristle, Colliery 11	- - -	*a*	
Dunbog - - P. 3	- - -	52	31 5 0
Dunfermline Abbey F.C. 10	400 0 0	128	46 10 0
Dunfermline, Female Industrial Ch. of S. 7	645 0 0	609	201 0 0
Dunfermline, Goldrum (M'Lean's) G.A. 7	367 0 0	258	95 0 0
Dunfermline, St. Leonard's Works 7	- - -	278	148 10 0
Dunfermline, St. Margaret's - R. 5	- - -	52	14 3 4
Dunfermline, Trinity - - Epis.			
‡Dunfermline, Wilson's Institution.			
Dunshelt - Ch. of S.			
Dysart, Burgh and - - - P.			
Dysart, Industrial 7	- - -	138	35 0 0
Dysart, Subscription 7	*330 0 0 }	119	32 19 2
„ „	140 0 0 }		
Earlsferry, Infant and Industrial F.C. 10	78 0 0	51	32 10 0

a Due, but not paid. *b* Additional payment for 1868. *c* Removed from inspection. *d* School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
FIFESHIRE—*cont.*	£ s. d.		£ s. d.
Earlsferry, Sub-scription - - 2	112 17 8	46	31 13 4
Easter Fernie, Boys' - - Sess.	88 0 0		
Elie, Female and Infant - - 2	- - -	50	20 0 0
Elie - - - P. 2	- - -	59	33 3 4
Falkland - - P. 2	- - -	108	34 0 10
Ferryport-on-Craig F.C. 7	124 0 0	172	80 10 0
Ferryport-on-Craig P. 2	- - -	130	52 0 0
Flockhouse - F.C. 3	- - -	79	30 0 0
Forgan - - P. 2	- - -	57	18 0 0
Forth, Iron Works 6			
Freuchie, Girls - *a*			
Freuchie, Sub-scription - - 2	- - -	173	99 3 4
Gallatown, Sub-scription - - 11	434 16 0	138	77 10 0
Gilston, New, Subscription Ch. of S. 2	53 0 6	54	13 6 8
Kelty - - - F.C. 3	- - -	79	50 10 0
Kembach - - P.			
Kemnoway - - P. 6	- - -	119	57 0 0
Kettle - - P. 3	- - -	131	56 5 0
Kettlebridge, Subscription - 4	- - -	62	15 0 0
Kilconquhar - P. 2	- - -	87	30 3 4
Kilmany - - P. 6	- - -	55	27 10 0
Kinghorn - - F.C. 10	- - -	39	25 0 0
Kingsbarns - P. 6	- - -	94	52 8 4
Kirkaldy, Burgh G.A.			
Kirkaldy, Industrial Ragged.			
Kirkcaldy, Stewart's Lane, Female Sub-scription - - 10	- - -	94	41 0 0
Ladybank - Ch. of S. 3	340 5 0	92	42 10 0
Largo Durham Charity Ch. of S. 2	144 0 0	125	38 13 4
Largoward, Sub-scription - - 2	- - -	59	33 0 0
Lassodie, Colliery 11	- - -	76	21 5 0
Leslie - - - P. 12	*430 0 0	*b*	
Letham, Sub-scription - Ch. of S. *c*			
‡Letham, Lady Leven's.			
Leuchars - - P. 2	- - -	81	41 12 6
Leven - - F.C. 10	- - -	167	77 15 0
Limekilns, Village 6	- - -	86	60 10 0
Lochgelly (Iron Company's) Ch. of S. 2	387 15 0	*b*	*d*13 8 4
Lumphinnans, Colliery - - 3	- - -	78	19 0 0
Lundin Mill, Subscription - 2	330 0 0	122	39 6 8
Markinch - - F.C. 10	- - -	107	49 0 0
Markinch, Lady Balfour's - 6			
Monance St., Infants - - G.A. 11	125 0 0	*b*	
Monance, St. - P. 11	- - -	*b*	
Monimail - - P. 4	- - -	45	21 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
FIFESHIRE—*cont.*	£ s. d.		£ s. d.
Monimail - - F.C.	90 0 0		
Newburgh, Madras, Female - Ch. of S. 12	318 0 0	*b*	
Newburgh - P. 12	- - -	*b*	*d*13 8 4
Newport - - F.C. 7	182 0 0	106	54 0 0
Pathhead and Sinclairtown, Subscription - 10	338 10 0	*b*	
Pitlessie - - F.C.			
Pittenweem, Burgh 11	76 0 0	*b*	
Pittenweem, Infant - - - 11	- - -	*b*	
Prinlaws Works 11	- - -	*b*	
Raith, Little Colliery - - Ch. of S. 11	- - -	*b*	*d*14 11 8
Scoonie - - P. 6	- - -	130	38 0 0
Sinclairtown, Hawklymuir, and Parkhead, Subscription - 11	- - -	133	73 12 6
Springfield - F.C. 7	219 0 0	74	21 10 0
Star, Subscription 12	- - -	*b*	
Strathkinness Ch. of S. 2	- - -	84	40 0 0
Strathkinness - F.C. 7	100 0 0	114	25 0 0
Strathmiglo, Subscription - 2	- - -	122	66 6 8
Torryburn - - P. 6	- - -	91	43 0 0
Townhill, Colliery 7	- - -	145	31 13 4
Thornton - - G.A.	180 0 0		
Wemyss, Colliery, Girls - - - 11	- - -	*b*	
Wemyss, East - F.C. 10	378 0 0	85	70 10 0
Wemyss, East - P. 11	- - -	*b*	*d*14 0 0
FORFARSHIRE.			
Airlie - - - P. 5	- - -	51	15 0 0
Aldbar, Private - 5	- - -	34	20 0 0
‡Arbilot - - P.			
Arbroath, Dale Cottage Reformatory.			
Arbroath, East - F.C. 11	- - -	*b*	
Arbroath, Educational Society's - - F.C.			
Arbroath, Abbey Church - -	240 0 0		
Arbroath - - P. 11	- - -	327	134 7 6
Balkello, Self-supporting Ch. of S. 5			
Barrie - - F.C. 1	70 0 0	49	23 0 0
Blacklunnans - G.A.			
Bonniton - F.C. 1	168 0 0	52	25 0 0
Braes of Coull Ch. of S. 5	- - -	35	15 0 0
Brax, The Gwynd 5	- - -	42	18 0 0
Brechin - - F.C. 11	177 10 0	174	92 0 0
Brechin - - P.			
Brechin, St. Andrew's - - Epis.			
Brechin, the Tenements - 10	569 0 0	379	146 0 0
Brechin, Infant	*220 0 0		
Broughty Ferry F.C. 5	186 0 0	175	86 10 0
Broughty Ferry, Industrial - *e*			

a Amalgamated with "Freuchie Subscription."
b Due, but not paid
c School closed.
d Additional payment for 1868.
e School given up.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Broughty Ferry (West Ferry) - Sess. 7	- - -	145	51 10 0
Burnside of Inshewan - - G.A.	90 0 0		
Carmyllie Greystone - - F.C. 3	744 12 6	56	20 0 0
Carnoustie - F.C. 5	400 0 0	231	117 0 0
Carnoustie, Subscription - 6	- - -	40	15 0 0
Carnoustie, Female United Pres. 5	- - -	41	37 10 0
Charleston - - 5	- - -	74	15 0 0
Clova, Subscription - - 5			
Colliston - - F.C. 1	- - -	42	18 0 0
Craig - - - P. 1	- - -	120	25 0 0
Craigo Works Ch. of S. 11	- -	57 25	23 0 0
Craigton, Girls.			
Cupar Angus - F.C. 8	42 0 0	162	46 1 8
Cupar Angus - P.			
Dudhope - - F.C. 5	- - -	67	20 0 0
Dun - - - P. 1	- - -	70	33 0 0
Dundee, Blackscroft East Church P. 7	- - -	257	64 10 0
Dundee, Butterburn District, Subscription - 7	- - -	125	78 3 4
Dundee, Chalmers' - - F.C. 5	312 0 6	381	170 3 4
Dundee, Chapelshade - - F.C. 5	- - -	203	91 10 0
Dundee, East Church, Longwynd - - P. 7	- - -	168	117 0 0
Dundee, Hill Town - - F.C. 5	400 0 0	381	147 6 8
Dundee Hilltown Mission - - F.C. 5	- - -	110	8 6 8
Dundee, Meadowside, Male - Sess. 7	*870 0 0	167	78 10 0
Dundee, Meadowside, Female - Sess. 7	- - -	198	91 10 0
Dundee, North-east District, Juvenile and Infant (Crescent St.) - - - F.C.	472 10 0		
Dundee Park Wynd, Infants F.C.	*240 0 0		
Dundee, Prince's Street Chapel - 7	- - -	187	37 10 0
Dundee, Rood Yards - - Epis. 4	- - -	167	67 15 0
Dundee, Rosebank - - Sess. 7	278 0 0	251	101 10 0
Dundee, Russell 8	- - -	90	12 10 0
Dundee, St. Andrew's - - F.C. 6	- - -	291	124 6 8
Dundee, St Andrew's - - R.			
Dundee, St. Andrew's - Sess. 7	450 0 0	401	185 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Dundee, St. David's - - F.C. 6	550 0 0	215	104 1 8
Dundee, St. David's - - Sess. 7	- - -	62	38 0 0
Dundee, St. Enoch's, Free Cong. 6	- - -	83	*35 16 8
Dundee, St. John's, Boys - F.C. 8	*260 0 0	137	62 6 8
Dundee, St. John's, Girls - F.C. 6	163 12 6	167	54 10 0
Dundee, St. John's - - Sess. 7	355 12 0	292	127 10 0
Dundee, St. Mary Magdalene's - Epis. 4	- - -	50	15 0 0
Dundee, St. Mary's - - R. 6	- - -	327	217 8 4
Dundee, St. Paul's (Boys) - - Epis.	- - -		
Dundee, St. Paul's F.C. 5	- - -	169	72 0 0
Dundee, St. Peter's - F.C. 6	85 0 0	350	220 16 8
Dundee, St. Salvador's (Girls) Epis. 4	- - -	176	77 10 0
Dundee, St. Stephen's - R. 6	- - -	219	138 18 4
Dundee, Smithfield Epis. 4	- - -	93	17 5 0
Dundee, Wallace Town, Juvenile F.C. 5	- - -	266	131 16 8
Dundee, Wallace Town, Infant and Industrial F.C.			
Dundee, Wallace Town - - Sess. 7	- - -	185	47 0 0
Dunquichen - F.C. 3	184 16 0	108	62 0 0
Dunnichen - P. 5	- - -	35	20 0 0
Edzell, Female - 1	- - -	46	9 3 4
Fearn - - P. 1	- - -	37	23 0 0
Ferryden, Fishermen's - - G.A.	80 0 0		
Ferryden, Infants - - G.A.	*75 0 0		
Folda Society -	233 4 0		
Forfar, Burgh.			
Forfar, East Town End, Free - 5	200 0 0	185	71 6 8
Forfar, Female Industrial - 11	388 0 0	154	70 1 8
Forfar, North End, Burgh - 11	357 0 0	197	107 5 0
Forfar - - P. 11	- - -	121	
Forfar, West Town End, Free - 5	121 0 0	168	83 16 8
Fotheringham, Girls - - F.C. a			
Friockheim - F.C. 1	- - -	98	15 16 8
Friockheim - G.A. 6	*70 0 0 100 0 0	124	42 6 8
" "			
Glenisla Brewlands - - F.C. 3	196 0 0	28	14 0 0
Glenisla - - P. 5	- - -	17	20 0 0
Glen Ogilvy, The Milton - 5	- - -	33	21 10 0

a Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Greenfield, Free, St. John's, Female - F.C.			
Inverbrothock - F.C. 11	- - -	203	92 16 8
Inverbrothock - Sess. 11	300 0 0	258	119 11 8
Inverkeilor - P. 1	- - -	118	60 10 0
Inverkeilor Chapelton, Side - P. 1	- - -	73	21 10 0
Kettins - Female 5	- - -	48	31 0 0
†Kilry Society's.			
Kinnaird, Farnell, Female - - *a*			
Kinettles - - P. 5	- - -	62	34 0 0
Kirkbuddo - F.C. 3	100 0 0	37	15 0 0
Kirriemuir, Industrial - - 11	- - -	121	71 10 0
Kirriemuir, St. Mary's - - Epis. 2	- - -	151	67 16 8
Kirriemuir, South - F.C. 11	- - -	—	*b*
Kirriemuir, Webster's Seminary - - 11	- - -	242	110 7 6
Ladyloan - - F.C. 11	20 0 0	209	89 10 0
Lethan, Feuar's School - - 6	- - -	66	39 0 0
Lethnot and Navar - - Female 1	- - -	23	10 6 0
Lethnot and Navar - - P. 1	- - -	38	21 10 0
Liff - - - F.C. 3	132 0 0	42	21 10 0
Liff - - - P. 6	- - -	50	20 0 0
Lintrathen, Female 5	- - -	37	13 0 0
Lintrathen - P. *c*			
Loanhead - Sess. 11	335 0 0	96	69 18 4
Lochee - - Epis. 1	- - -	177	67 15 0
Lochee - - F.C. 11	- - -	—	*b*
Lochee, St. Mary R. 6	- - -	74	29 11 8
Lochee - - Sess. 6	*130 0 0	115	62 8 4
Lochlee - - Epis. *a*			
Lochlee - - P. 1	- - -	38	16 10 0
Logie Pert - - P. 1	- - -	48	36 10 0
Lunan - - P. 1	- - -	54	3 15 0
Lunanhead, Madras, Self-supporting - - G.A. 6	85 4 10	76	40 16 8
Mains - - P. *c*			
Mains and Strathmartin - F.C. 3	- - -	68	20 0 0
Maryton - - P. 1	- - -	46	20 0 0
Marywell Village.			
Menmuir - - P. 1	- - -	42	16 10 0
Milton - Ch. of S.			
Monifieth, Female 6	- - -	72	27 0 0
Monifieth - - P. 6	- - -	86	51 6 8
Monikie, Female F.C. 1	- - -	72	38 10 0
Montrose, Castle St. Mission - 11	373 5 0	—	*b*
Montrose, Dorward's Seminary, Upper - - F.C. 6	- - -	171	51 10 0
Montrose, Dorward's Seminary, Lower.			
Montrose, Hill Side - - F.C. 5	169 0 0	58	35 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Montrose, Old, Female - - 4	- - -	26	10 0 0
Montrose, St. John's - Sess. 10	382 0 0	—	*b*
Montrose, St. John's - - F.C. 6	*200 0 0 126 0 0	229	114 0 0
Montrose, St. Mary's - - Epis. 4	- - -	91	52 0 0
Montrose, White's Free - Ch. of S. 10	- - -	157	84 10 0
Montrose, White's Place, Infant - - 11	- - -	141	57 10 0
Muiriand - Sess. 1	*60 0 0	45	14 0 0
Mufrside of Kinnell, Female - 5	- - -	40	20 0 0
Newtyle, Female 5	- - -	52	3 6 8
Pitkennedy, Subscription - - 5	68 0 0	24	10 0 0
Podge - - - 5	- - -	60	11 0 0
Rescobie - - P. 6	- - -	32	21 10 0
Scryne, Female (Panbridge) - F.C. 1	- - -	43	15 0 0
Stracathro - P. 1	- - -	55	23 0 0
Strathmartine - P. 6	- - -	37	20 0 0
Tannadice - P. 5			
Tealing - - F.C. 3	73 10 0	29	14 0 0
Vigeans St. - P. 6	- - -	80	31 10 0
Vigeans St. (Colliston) Second P. 5	193 2 6	40	15 0 0
Wateresk Side.			
Westmuir, Subscription - - 5	- - -	41	15 0 0
Woodend, Female.			
HADDINGTONSHIRE.			
Aberlady - - P. 4	- - -	84	21 10 0
Barns, East Ch. of S. 4	- - -	87	52 10 0
Belhaven (Dunbar) - Ch. of S.	121 3 0		
Belhaven, Infant and Industrial - 4			
Berwick, North - P. 4	- - -	132	53 0 0
Cockenzie District - - - 1	- - -	130	59 0 0
Drem - - - 4	- - -	31	18 15 0
Dunbar, Belhaven F.C. 2	64 0 0	35	
Dunbar, - Burgh 11	- - *d*	121 108	64 3 4 65 0 0
Elphinstone - G.A. 11	145 0 0*d*	123 84	35 0 0 39 0 0
Garval, Female - 4	- - -	52	18 10 0
Gladsmuir, Iron Works - - 1	- - -	54	21 10 0
Gladsmuir - - P. 4	- - -	57	20 0 0
Haddington, Industrial - - F.C. 11	120 15 9	111	45 10 0
Haddington, Millwynd - - 11	- - -	72	41 10 0
Haddington - P. 11	- - *d*	251 262	121 0 0 103 10 0
Keith - - P. 4	- - -	45	27 1 8
Kingston Side - 4	- - -	58	30 0 0
Longniddry Ch. of S. 4	280 0 0	74	33 0 0

a School closed. *b* Due, but not paid. *c* Removed from inspection. *d* For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
HADDINGTON—*cont.*	£ s. d.		£ s. d.
Longyster - Est. Ch. 4	- - -	35	15 0 0
Morham - P. 4	- - -	32	17 10 0
Morrisonshaven District Elementary 2	- - -	55	24 14 2
Ormiston - - F.C. 2	- - -	42	23 0 0
Pathhead, St. Mary's - - R.			
Pencaitland - P.			
Pencaitland (Newton) - - 2	- - -	28 / 10	22 18 4
Prestonkirk, Female - - Scss. 4	- - -	112	65 3 4
Prestonkirk - F.C. 2	100 0 0	125	67 11 8
Prestonkirk - P. 4	- - -	109	58 0 0
Prestonpans - F.C. 2	104 0 0	122	81 3 4
Salton - - P. 2			
Salton, West, Female - - - 2	- - -	39	15 0 0
Samuelston - 4			
Stenton, Female P. 4	- - -	57	23 15 0
Tranent, Female, Subscription 11	- - *a*	90 / 91	27 10 0 / 30 0 0
Tranent - - F.C. 1	72 10 0	125	64 10 0
Tranent - - P. 11	- - *a*	118 / 125	54 0 0 / 59 0 0
Tranent, New Winton - Ch. of S. 2	- - -	63	31 10 0
Yester - - F.C. 2	- - -	82	35 0 0
Yester - - P. 4	- - -	46	25 1 8
INVERNESS-SHIRE.			
Aigas, Subscription - Ch. of S.			
Aodunban and Flashadder Ch. of S.	180 0 0		
Ardersier - F.C. 2	- - -	105	63 13 4
Ardersier - P. 3	- - -	78	17 10 0
Arnisdale - G.A. 4	- - -	18	17 10 0
Arnizort - F.C. 8	- - -	68	11 13 4
Balevanick, South Uist - - G.A.			
Beauly - F.C. 2	- - -	65	36 10 0
Beauly - R. 4	- - -	26	21 10 0
Belleville - G.A. 3	- - -	104	14 0 0
Blairbeg - - 4	- - -	67	18 15 0
Boleskine - P.			
Brae (Isle of Skye) - - F.C. 8	241 6 6	47	19 3 4
Braes Macdiarmid - - Endow. 8	- - -	21	15 0 0
Bunroy - G.A.			
Camiscross - G.A.			
Cannich Bridge Ch. of S. 3	- - -	39	25 0 0
Carbost - - G.A. 8	125 0 0	25	8 15 0
Colbost - Ch. of S. 8	85 10 0	19	6 5 0
Corriemony.			
Croy - - P. 3	- - -	50	21 10 0
Culloden - F.C. 2	- - -	68	36 10 0
Dallarossie (Moy) G.A.	22 0 0		
Daviot - F.C. 2	85 0 0	46	35 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
INVERNESS-SHIRE—*cont.*	£ s. d.		£ s. d.
Dochgarroch - G.A. 3	- - -	75	15 0 0
Dores - - P. 4	- - -	53	36 10 0
Drumfearn District - F.C.			
Duirinish - - P. 8	- - -	44	25 0 0
Dulnain Bridge - 3	272 0 0	42	35 0 0
Dunskellar, Parliamentary - 8	- - -	45	15 0 0
Eskadale - - R. 4	- - -	15	10 0 0
Farraline Park (Bell's) - - 10	- - -	*b*	*c*8 0 0
Flichity - - Epis. *d*			
Fort Augustus - G.A. 3	- - -	36	6 13 4
Fort William - F.C. 7	- - -	77	37 10 0
Glencovinth - F.C. 7	- - -	61	37 10 0
Glengary - G.A. 3	- - -	21	20 0 0
Glenurquhart - P. 4	- - -	68	30 0 0
Grantown, Female 3	- - -	108	55 0 6
Grantown - - F.C. 7	- - -	124	67 0 0
Grantown, Grammar - - - 3	- - -	124	85 6 8
Harris, Lady Dunmore's Industrial - 8	- - -	34	
Harris - - P. 8	- - -	23	16 10 0
Inverness, Dr. Bell's, Central 10	- - -	190	44 0 0
Inverness, Female Industrial - 10	- - -	134	54 0 0
Inverness, Model F.C. 10	649 7 8	238	98 5 0
Inverness - - G.A.	*125 0 0		
„ - - „	87 0 0		
Inverness, Rainings - - - 4	- - -	155	28 15 0
Inverness, Tanner's Lane Reformatory.			
Inverness, The Bishop's - - Epis. 8	530 0 0	168	85 11 8
Kilmalie - - P. 4	- - -	68	41 10 0
Kilmonivaig - P.			
Kilmorack - P. 3	- - -	51	33 0 0
Kineras - - F.C. 7	- - -	51	20 0 0
Kirkhill - - F.C. 2	- - -	80	27 0 0
Kirkhill - - P.			
Kyleakin - - G.A.			
Loanmore - - F.C. 8	181 0 0		
Moy - - - F.C.	75 12 0		
†Mussady, Female.			
Nairnside - - 2	- - -	55	35 0 0
Newtonmore (Kingussie) - F.C. 7	- - -	67	10 0 0
Penefiler - - G.A. 7			
Portree, Congregational - - F.C. 8	- - -	23	8 6 8
Raasay - - F.C. 8	- - -	20	15 0 0
Snizort, Congregational - F.C. 8	133 0 0	34	15 0 0
Snizort - - P. 8	- - -	30	15 0 0
Stratherrick - F.C. 2	226 16 0	56	44 3 4
Strathnairn - Epis. 8	- - -	70	30 0 0
Tarbet - - G.A.			
Tomnacross - P. 3	- - -	92	34 0 0
Uigg - - - G.A. 8	- - -	43	15 0 0
Uist, North - F.C.			

a For two years. *b* Due, but not paid. *c* Additional Grant for 1868. *d* School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1860). Average Attendance.	Amount.
KINCARDINESHIRE.	£ s. d.		£ s. d.
Arbuthnot - P. 4	- - -	32	16 10 0
Balfour - - 4			
Banchory, Devenick - - P. 3	- - -	105	62 0 0
Banchory, Ternan, F.C. 5	206 15 0	94	60 10 0
Banchory, Ternan, Grammar and P. 12	- - -	*a*	
Benholme - - F.C. 11	- - -	53	21 10 0
Bervie, Gordon's, Female Estab. Ch. 11	- - -	—	*a*
Bourtreebush, Girls and Infants Mixed F.C. 5	- - -	40	14 0 0
Brachmont - F.C.			
Catterline - Epis. 4	- - -	42	26 13 4
Cookney - - P. 3	137 8 4	52	20 0 0
Cove - - - Epis. 5	- - -	11	3 6 8
Crathes, Female 3	- - -	42	14 0 0
Cyrus, Saint - F.C. 5	- - -	91	58 3 4
Cyrus, Saint - P. 4	- - -	72	35 0 0
Cyrus, Saint, Porteous, Female - 4	- - -	33	10 0 0
Cyrus, Saint (Straton's Endowed), Female - - 4	- - -	46	32 10 0
†Drumlithie - F.C.			
Drumlithie, St. John's - - Epis. 4	- - -	14	14 0 0
Dunnottar - P. 11	- - *b*	83	38 16 8
		91	57 0 0
Fasque - - P. 4	- - -	49	41 5 0
Fettercairn - F.C. 5	59 0 0	89	54 10 0
Fettercairn - P. 5	- - -	105	48 0 0
Fordoun (Boys and Girls) - - F.C. 5	- - -	43	34 0 0
Garvoch - - P. 4	- - -	40	15 0 0
Glenbervie - F.C. 5	- - -	43	32 10 0
Inch - - - 4	- - -	45	31 10 0
Inchmarlo - G.A. 3	- - -	46	16 10 0
John's Haven, Female - - G.A. 11	- - -	—	*a*
Kinneff Barras.			
Kinneff - - - P. 4	- - -	65	25 0 0
Laurencekirk - Epis. 4	- - -	87	30 0 0
Laurencekirk, Congregational F.C. 5	- - -	105	57 0 0
Laurencekirk - P. 5	- - -	114	27 10 0
Luthermuir Ch. of S. 4	- - -	23	3 15 0
Maryculter, Boys F.C. 5	- - -	36	20 0 0
Marykirk - P. 4	- - -	62	56 10 0
Mossy Hillock Undl. 3	- - -	36	15 0 0
Newtonhill - Epis. 4	- - -	42	13 0 0
Nigg, Cove - P. 2	- - -	28	10 0 0
Porthlethen - 2	- - -	93	47 13 4
†Rickarton, Subscription.			
Scollie's Cross - 3			
Stonehaven - Epis. 4	- - -	86	51 10 0
Stonehaven - F.C. 9	- - -	103	59 0 0
Stonehaven, Industrial, Female, Epis. 4	- - -	38	13 0 0
Strachan - P. 3	- - -	54	5 15 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1860). Average Attendance.	Amount.
KINCARDINE—*cont.*	£ s. d.		£ s. d.
†Stranathra - Epis.			
†Tannachie, District.			
Tipperty, District 5	- - -	34	15 0 0
Waterlair, Subscription - - 5	- - -	55	15 6 8
KINROSS-SHIRE.			
Fossoway - - F.C. 3	80 0 0	51	20 0 0
Fossoway - - P.			
Kinross - - F.C. 3	115 0 0	126	84 10 0
Kinross - - P. 4	- - -	105	18 15 0
Maryburgh Ch. of S.			
Milnathort, Brand's - - 3	- - -	152	77 16 8
Orwell - - P. 4	- - -	102	50 17 6
Portmoak - - F.C. 3	- - -	41	24 13 4
Portmoak - - P. 4	- - -	81	31 3 4
KIRKCUDBRIGHTSHIRE.			
Auchencairn - F.C. 6	75 0 0	72	21 10 0
Balmaghie (Laurieston) - - F.C. 6	78 0 0	47	10 8 4
Balmaghie (Laurieston) - - P.			
Barnbarrock, Subscription - 2	- - -	40	20 0 0
Borgue - - F.C. 6	- - -	80	37 10 0
Bridge of Dee Ch. of S.			
Buittle, High - P. 2	- - -	38	23 0 0
Buittle Woodhead P. 2	- - -	45	16 10 0
Cally, English - Epis. 3	- - -	62	52 6 8
Castle Douglas, Female - - 2	- - -	36	15 0 0
Castle Douglas - F.C. 6	364 1 3	197	101 10 0
Castle Douglas - P. 2	- - -	48	11 0 0
Castle Douglas - R. 9	- - -	38	4 13 4
Corsock (Boys) - 6	- - -	34	21 10 0
Corsock, Female Industrial - 6	- - -	48	29 0 0
Creetown - - G.A.	42 10 0		
Crocketford - 2	- - -	30	6 13 4
Dalbeattie, Female - - 2	176 9 4	35	14 0 0
Dalbeattie - - F.C. 6	140 0 0	100	58 0 0
Dalbeattie - - P. 2	55 0 0	141	83 14 2
Dundrennan - F.C. 6	128 0 0	60	27 10 0
Gatehouse, Girthon, Female Ch. of S. 3	- - -	32	15 0 0
Gatehouse - F.C. 6	158 5 0	46	39 0 0
Girthon - - P. 3	- - -	61	22 3 4
Irongray (Shawhead) - - F.C. 4	- - -	30	7 10 0
Irongray (Shawhead) - - P. 1	- - -	39	20 0 0
Kells - - - P. 2	- - -	60	23 0 0
Kirkbean - - P. 2	- - -	2	40 3 4
Kirkcudbright, Johnston - - F.C. 6	- - -	158	15 0 0
Kirkcudbright, Old Church - G.A. 3	- - -	123	33 5 0

a Due, but not paid.

b For two years.

Name and Denomination of School, and Month when Inspection is due.		Amount of Grants for Building, Enlargement, Improvements, or Fixtures.			Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.			
		£	s.	d.		£	s.	d.
KIRKCUDBRIGHT—*cont.*								
Kirkcudbright, Town-End - Sess.	3	-	-	-	79	42	10	0
Kirkdale, Subscription -	2	53	0	0	33	24	3	4
Kirkgunzeon - P.	2	-	-	-	82	34	0	0
Kirkmabreck - G.A.	2	-	-	-	75	26	5	0
Kirkpatrick, Durham, Female Industrial -	3	-	-	-	31	14	0	0
Kirkpatrick, Durham - - P.	3	-	-	-	98	37	16	8
Laggan Branch - P.		221	0	0				
Maxwelltown, Burgh - -	7	292	7	6	230	87	10	0
Maxwelltown - F.C.	6	133	12	6	106	45	16	8
Path (Momgoff) - - -	2							
Rhouchouse by Kelton - P.								
Roughtree (Irongray) - - P.	1	-	-	-	34	21	13	4
Terregles - - P.	1	-	-	-	43	16	10	0
Tongland - - P.	3	-	-	-	32	16	10	0
Tongland (Ringford), Female Industrial -	6	-	-	-	41	14	0	0
Troqueer - - P.	2	-	-	-	57	43	0	0
Troqueer, Whinnyhill - - Ch. of S.	2	54	10	0	42	17	10	0
Urr - - - P.	2	-	-	-	58	34	0	0
Urr-Haugh - P.		161	15	0				
Urr-Milton - P.		72	0	0				
Whinnie Liggate	3	-	-	-	42	20	0	0
LANARKSHIRE.								
Abington (Sir H. Colebrooke's) -	4	-	-	-	49	23	0	0
Airdrie (Alexander's) - - -	7	-	-	-	226	113	0	0
Airdrie, East Parish (Rawyard's) - - G.A.	7	*150	0	0	98	7	10	0
Airdrie, Free West Church - - F.C.	2	372	10	0	224	138	10	0
Airdrie - - R.	3	-	-	-	268	147	6	8
Airdrie, St. John's - - Epis.	10	-	-	-	217	72	0	0
Allanton - -	7	-	-	-	79	21	10	0
Arden, Subscription.								
Auchinearn - P.								
Auchinheath, Boys, Subscription - -	10	-	-	-	90	35	0	0
Auchinheath, Girls - -	10	-	-	-	99	71	6	8
Avondale - - P.		*250	0	0				
Bargeddie - - Sess.	6	-	-	-	222	57	1	8
Bellshill, Subscription - -		270	0	0				
Bent, Subscription - - -	6	-	-	-	63	12	10	0
Biggar, Female Industrial -	4	71	11	3	77	43	10	0

Name and Denomination of School, and Month when Inspection is due.		Amount of Grants for Building, Enlargement, Improvements, or Fixtures.			Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.			
		£	s.	d.		£	s.	d.
LANARKSHIRE—*cont.*								
Biggar, Infants - G.A.	*b*	75	0	0				
Biggar - - P.	4	-	-	-	106	59	0	0
Biggar, Subscription - - -	3	245	0	0	78	50	0	0
Bishopbridge Ch. of S.	1	-	-	-	65	29	0	0
Blackquarry - F.C.								
Blantyre - - P.	3	-	-	-	89	36	10	0
Blantyre Works	3	-	-	-	145	88	0	0
Bothwell, Uddingstone - - F.C.	2	98	0	0	128	87	0	0
Bothwell - - P.		*60	0	0				
Braehead, St. Andrew's - P.	6	123	10	0	89	37	10	0
Braidwood, Subscription - -	5	-	-	-	100	21	13	4
Bridgeton - - F.C.	3	220	10	0	278	150	0	0
Bridgeton - - P.	2	*600	0	0	288 / 155	165	16	0
Bridgeton, Public	12	*375	0	0	330			
" " "		72	0	0	236	210	3	4
Broomgate - G.A.		*225	0	0				
Calderbank, Monkland Iron Works	10	-	-	-	202	95	11	8
Calder Iron Works	10	-	-	-	212	114	5	0
Cambuslang, School of Industry -	6	-	-	-	34	28	6	8
Cambuslang - P.	5	-	-	-	85	28	0	0
Cambusnethan - P.	7	-	-	-	218	104	10	0
Cambuslang, Subscription - -	5	-	-	-	128	73	0	0
Carfin, Colliery -	7	-	-	-	80	21	13	4
Carfin - - R.	3	-	-	-	146	64	10	0
Carluke - - R.	3	-	-	-	64	19	3	4
Carmyle (Old Monkland) -	4	-	-	-	74	23	15	0
Carnbroe Iron Works - -	10	380	0	0	142	77	3	4
Carnwath - - F.C.	3	-	-	-	56	2	10	0
Carnwath - - P.	4	-	-	-	73	35	0	0
Carnwath (Forth), Subscription -	6	226	17	6	90	30	8	4
Carstairs, Caledonian Railways - -	4	-	-	-	127	32	13	4
Chapel, District -	7	212	0	0	114	15	0	0
Chapelhall (Airdrie) - - R.	3	-	-	-	100	59	3	4
‡Chapelhall Iron Works - - P.								
‡Chapelton, Subscription.								
Chryston, Female, Subscription -	3	*70	0	0	23	15	0	0
Chryston - - F.C.	3	178	0	0	78	23	0	0
Chryston Side Parish - -	7	-	-	-	54	7	10	0
Clarkston - -	1	-	-	-	189	72	0	0
Coatbridge, Dunedyvan Works -	10	-	-	*c*	320 / 312	119 / 86	7 / 15	6 / 0
‡Coatbridge - Epis.								
Coatbridge - F.C.	2	177	15	0	203	66	4	2
Coatbridge, St. Patrick's - - R.								
Coltness Iron Works - -	7	842	0	0	652 / 79	265	6	8

a Removed from inspection.

b School extinct.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Coltness Iron Works (Mayfield) - - 7	- - -	154 17	55 10 0
Coltness Iron Company (Overtown) - - 7	- - -	344	131 0 0
Covington - - P. 2	- - -	33	21 10 0
Craigneuk, Public 7	441 6 9	466 73	153 10 0
Craigneuk, Watsonville Branch 7	- - -	63	5 0 0
Crawford - - P. 4	- - -	48	31 10 0
Crawfordjohn, Female - - 4	- - -	27	10 0 0
Crawfordjohn - P. 4	- - -	41	16 10 0
Crossford, Subscription - 5	- - -	93	16 5 0
Crosshills, Branch P. 2	- - -	65	37 10 0
Dalserf - - P. 6	- - -	166	50 0 0
Dalziel - - P. 4	- - -	158	68 10 0
Dalziel, Colliery 4	- - -	81	30 0 0
Eastmuir - - R. 5	- - -	96	49 0 0
Ellsridge Hill - 4	- - -	40	13 0 0
Faskine and Palacecraig - Estab. Ch. 3	- - -	89	16 10 0
Fullarton, Clyde Iron Works - 5	- - -	187	88 16 8
Gain (near Airdrie).			
Garnqueen, Subscription - 7	- - -	49 10	15 0 0
Gartsherrie, Fourth - - G.A. *a*			
Gartsherrie, St. George's - - P. 10	- - - *b*	116 101	15 0 0 10 0 0
Gartsherrie, St. James' - Ch. of S. 10	- - - *b*	150 139	70 5 0 57 6 8
Gartsherrie, St. Mary's - Ch. of S. 10	650 0 0 *b*	24 22	13 0 0 8 13 4
Gartsherrie Works, 1st division, Ch. of S. 10	949 0 0	384 52	181 17 6
Glasford - - P. 3	- - -	64	31 10 0
Glasgow, Anderston, Burgh Sch. of Ind. - - 2	*850 0 0	341	190 13 4
Glasgow, Anderston - - - F.C. 3	- - -	197	98 8 4
Glasgow, Balfour, St. Paul's, Boys - - P. 4	- - -	251	92 10 0
Glasgow, Bluevale - - - Sess. 11	250 0 0	183	88 5 10
Glasgow, Bridgegate (Old Wynd) F.C. 2	- - -	332	111 3 4
Glasgow (Broomhill Street) - Sess. *c*			
Glasgow, Broomielaw, Carrick Street - - 2	- - -	81	
Glasgow, Brownfield, St. George's Boys' Indust. - 1	*700 0 0	96 25	50 3 4
Glasgow, Brownfield, School of Industry - - G.A. 1	*600 0 0	136	59 8 4
Glasgow, Chalmers' Street Sess. 3	*760 0 0	200	132 13 4
Glasgow, Christ's Church - - Epis. 10	*425 0 0	174	93 0 0
Glasgow, College - - - P. 1	400 0 0	196	100 0 0
Glasgow, Cowcadden's - Ch. of E. 10	- - -	173	105 0 0
Glasgow, Cowcadden's, Infants - G.A.	*150 0 0		
Glasgow, Finnieston Mission - 2	316 15 0	477	162 3 4
Glasgow (Free) Tron, Bridgegate - - F.C. *d*			
Glasgow, Gardiner's Public.			
Glasgow, Gorbals, East, Territorial - - F.C. 3	- - -	746 106	339 16 8
Glasgow, Gorbals, Free Mission.			
Glasgow, Gorbals, Local Mission - - G.A.	200 0 0		
Glasgow, Gorbals, Youths - P. 2	*600 0 0	448	200 10 10
Glasgow, Green Street Mission - 3	- - -	520 87	237 10 0
Glasgow, Highland Society's - 3	- - -	732	432 13 4
Glasgow, House of Refuge (Duke Street), Male.			
Glasgow, House of Refuge (Parliamentary Row), Female.			
Glasgow, Hutchesontown - - Sess. 5	- - -	223	89 10 6
Glasgow Industrial and Reformatory (61, Rottenrow St.)			
Glasgow (Kelvinhaugh) - - Sess. 1	- - -	215	103 0 0
Glasgow, Lennox - - - 2	- - -	96	49 0 0
Glasgow, Lower Lennox - - 2	- - -	54	25 0 0
Glasgow, Martyr's Ch. of S. 2	372 4 0	403 157	252 3 4
Glasgow, Milton Ch. of S. 2	400 0 0	230	115 0 0
Glasgow, Milton, Industrial - Ch. of S.			
Glasgow, Model Ch. of S. 2	*1,000 0 0	747	448 6 8
" "	1,000 0 0		
Glasgow, Model - F.C. 2	- - -	632	411 10 0
Glasgow, Murdoch's Industrial - -	450 0 0		
Glasgow, Old Wynd - - F.C. *e*	350 0 0		
Glasgow, Park Head, Barony - Sess. 2	333 0 0	345	121 3 4

a Now forms part of Gartsherrie, St. James. *b* For two years. *c* Now part of Port Dundas, Sess. S.
d School given up. *e* School discontinued, and premises occupied by "Glasgow Bridgegate F.C.S."

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, Park Head, Female- *a*			
Glasgow, Renfield Street, United Presbyterian Church Mission.			
Glasgow, St. Alphonsus' - R.			
Glasgow, St. Andrew's - - P. 5	572 5 0	274	156 3 4
Glasgow, St. Andrew's - - R. 3	- - -	406 / 87	105 13 4
Glasgow, St. David's - - P. 2	- - -	191 / 36	150 5 0
Glasgow, St. Enoch's - - Sess. 2	*750 0 0	1,042	409 4 2
" " - "	407 12 0	201	
Glasgow, St. Enoch's (Female) - - Sess. *b*			
Glasgow, St. George's (Kelvin Street) - F.C. 3	300 0 0	461 / 46	204 3 4
Glasgow, St. George's (Renfield Street) - F.C.			
Glasgow, (St. George's Road) St. George's - 2	- - -	292	133 10 0
Glasgow, St. James' Parish, Female Industrial - - - 5	- - -	66	16 13 4
Glasgow, St. James' - - Sess. 5	*450 0 0	359 / 49	204 15 0
Glasgow, St. John's (Armfield) - - Sess. 5	- - -	356 / 44	164 13 0
Glasgow, St. John's (David Street, Gallowgate) - - Sess. 5	742 0 6	372 / 52	201 10 0
Glasgow, St. John's - - F.C. 2	- - -	201 / 76	135 13 4
Glasgow, St. John's (Hill Street), Industrial - - F.C. 2	- - -	99	47 13 4
Glasgow, St. John's (McFarlane Street) - 3	- - -	224	112 10 0
Glasgow, St. John's (Portugal St.), Boys - R. 3	- - -	202	42 1 8
Glasgow, St. John's (Portugal Street) - - R. 3	- - -	302 / 83	96 0 0
Glasgow, St. John's (Young Street), Female Sess.			
Glasgow, St. John's (Young Street) - Ch. of S. 2	490 0 0	285 / 15	153 16 8
Glasgow, St. Joseph's - - R. 3	- - -	562 / 172	193 0 0
Glasgow, St. Jude's (Catherine Street) - Epis. 16	- - -*d*	187 / 195	85 15 0 / 111 10 0
Glasgow, St. Luke's, Free Industrial.			
Glasgow, St. Luke's - - Sess. 3	- - -	168 / 81	99 18 4
Glasgow (Calton), St. Mary's - R. 3	*395 0 0	592 / 105	186 3 4
Glasgow, St. Mary's (Cowcaddens) - Epis. 19	- - -	161	51 10 0
Glasgow, St. Matthew's - - F.C. 2	440 0 0	323 / 63	210 19 4
Glasgow, St. Matthew's, Bishop Street - - Sess. 1	- - -	159	59 10 0
Glasgow, St. Matthew's (Boys) - Sess. 1			144 5 0
Glasgow, Anderston, William Street, St. Matthew's (Girls), Industrial - Sess. 1	578 13 6	482 / 35	
			95 0 0
Glasgow, St. Mungo's (Freeland) 5	373 0 0	197 / 24	118 15 0
Glasgow, St. Mungo's (Boys) - R. 3	1,000 0 0	241	94 0 0
Glasgow, St. Mungo's (Girls) - R. 3	- - -	194 / 54	66 10 10
Glasgow, St. Patrick's - - R. 3	- - -	268 / 75	98 5 0
Glasgow, St. Paul's, Female F.C. 3	- - -	68	14 0 0
Glasgow (Balfour's) St. Paul's, Industrial 2	- - -	42	27 0 0
Glasgow, St. Paul's - P. 2	*860 0 0	167 / 26	73 0 0
Glasgow, St. Peter's - - F.C. 2	- - -	223	81 15 0
‡Glasgow, St. Peter's, Female - F.C.			
Glasgow, St. Peter's - - Sess. 1	- - -	164 / 39	76 3 4
Glasgow, St. Rollox 2	- - -	504	151 5 0
Glasgow, St. Vincent - - R. 3	- - -	88	21 6 8
Glasgow, The Bishop's - - Epis. 19	- - -	176	95 0 0
Glasgow, The Bishop's, Infants - - Epis.			
Glasgow, Tron Parish - - Sess. 1	- - -	109 / 21	33 0 0
Glasgow, Well Park (East Miller St.) F.C.			
Glasgow, Well Park (Ladywell Street) - F.C. 2	- - -	176	84 8 4
‡Glasgow, Wilson's Endowed P.			
Glasgow, Woodside - - - F.C. 2	280 0 0	111 / 33	41 10 0
Glasgow (North Woodside), Female - - - *e*			

a Merged into Park Head Barony Sess. Sch. *b* Now part of St. Enoch's Sess. Sch. *c* School discontinued.
d For two years. *e* Now forms part of "Glasgow St. George's Road, St. George's Sch."

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glengivel - - G.A.	100 0 0		
Govan Colliery - 11	- - -*a*	198 / 227	70 13 4 / 61 16 8
Govan, Female Industrial - 3	- - -	140	74 16 8
Govan - - F.C. 3	- - -	210	73 10 0
Greengares - G.A.	75 0 0		
Hamilton, Beckford Street, Female Industrial 2	- - -	145	52 11 8
Hamilton, Kennedie's Female 2	- - -	43	26 0 0
Hamilton, Orphan 3	- - -	113	62 0 0
Hamilton, Orphan and Charity - 3	530 0 0	200	101 10 0
Hamilton, St. John's - - F.C. 2	*600 0 0	—	209 16 8
Jerviston, Subscription - - G.A.			
Keppoch Hill - F.C. 3	- - -	87	20 0 0
Kilbride, East - P. 3	- - -	176	76 0 0
Kingston - - Sess. 11	200 0 0	55	39 0 0
Lambhill - - Sess.			
Lanark, Broomgate Institution 6	- - -	81	35 10 0
Lanark, Burgh - 6	*250 0 0	120	75 1 8
Lanark, St. Leonard's, Subscription - - - 6	- - -	133	75 6 8
Langloan Iron Works and Rosehall Colliery - - - 10	- - -	170	151 5 0
Larkhall Side - P. 7	- - -	81	15 0 0
Law Subscription 7	- - -	58	13 15 0
Leadhills (Lord Hopetown's) Ch. of S. 4	- - -	115	50 10 0
Legbranock Works 7	- - -	53	7 10 0
Lesmahagow, Female Industrial 6	150 0 0	69	31 0 0
Lesmahagow - F.C. 3	- - -	90	17 6 8
Libberton - - P. 3	- - -	57	23 0 0
Logan and Nethan Water, Joint - 7	- - -	51	15 0 0
Maryhill - - F.C. 2	246 0 0	142	65 8 4
Maryhill, Industrial - - - 11	- - -	139	2 10 0 / 46 5 0
Maryhill - - P. 11	180 0 0		
Maryhill - - R. 3	- - -	81	50 13 4
Maxwelltown, Endowed - 3	150 0 0	48	56 10 0
Millheugh - Sess. 7	- - -	146	7 10 0
Monklands, Old P. 7	- - -	59	16 5 0
‡Monkland, New P.			
Mossend Colliery and Iron Works 3	- - -	261	123 16 8
Mossend - - R. 4	- - -	148	39 6 8
Motherwell Iron Works - - 10	- - -	376	126 17 6
Newbigging Subscription - - 3	- - -	30	11 0 0
Newton Colliery 3	- - -	56	23 0 0
Partick, Academy 4	*350 0 0	199	117 0 0
Partick, Female Industrial Ch. of S. 4	- - -	96	44 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Partick - - F.C. 2	173 0 0	301	107 11 8
Partick, St. Peter's R. 4	- - -	89	20 0 0
Pettinain - - P. 4	- - -	42	15 0 0
Port Dundas - Sess. 5	660 0 0	243 / 68	169 10 0
Quarter, Iron Works 10	- - -	139	42 17 8
Riggend - - 7	60 0 0	56	28 17 6
Roberton, Female,			
Roughazie - - P. 3	191 6 0	71	35 0 0
Rutherglen - F.C. 2	201 10 0	173	115 3 4
‡Rutherglen, Burgh P.			
Rutherglen, Macdonald's - - 10	- - -	250	96 8 4
Sandford (Stonehouse), Subscription 5	- - -	64	31 10 0
Shettleston, Industrial - - 5	- - -	88	34 0 0
Shotts - - F.C. 3	- - -	137 / 57	59 10 0
Shotts, St. Patrick's - - R. 9	- - -	109	8 13 4
Springburn, Murdock's - Ch. of S. 3	- - -	83	9 12 6
‡Springburn - R.			
Stablestone - 7	- - -	39	16 10 0
Stane, Wilson's, Endowed - 7	128 17 0	278	76 2 6
Stanrigg Colliery 7	- - -	105	49 1 8
Stonehouse - F.C. 3	- - -	152	72 10 0
Stonehouse - P. 3	- - -	121	64 13 4
Stonehouse, Subscription - 3	- - -	100	4 16 8
Strathaven - F.C. 2	349 10 0	171	50 16 8
Strathaven, East, Par, Side - - 5	- - -	67	32 10 0
Summerlie, Iron Works - - 3	- - -	132	76 10 0
Thankerton Colliery - - 7	- - -	72	15 0 0
Tollcross, United Presbyterian - 5	- - -	68	30 0 0
Uddingstone - Sess.	221 0 0		
Walston - - P. 4	- - -	47	35 0 0
Whitemch - Estab. Ch. 3	332 0 0	90	56 10 0
Whitemch, Female Industrial 3	- - -	68	29 0 0
Wilsontown (Carnwath) Colliery - 4	- - -	91	22 5 0
Wishaw Academy 3	- - -	209	125 13 4
Wishaw, Public - 7	552 0 0	440	193 10 0
Wishaw - - R. 3	- - -	302	147 10 0
Wishaw, Simpson Square - -	- - -	—	3 2 6
Woodhall Colliery.			
LINLITHGOWSHIRE.			
Abercorn - - F.C. 2	- - -	56	16 10 0
Armadale - - G.A.	*34 0 0		
Armadale, Subscription - - 1	- - -	174 / 14	44 5 0
Bathgate - - P.			
Binnie - - G.A. 1	- - -	56	16 10 0
Boness, Infant Ch. of S. 7	- - -	125	63 10 0

a For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
LINLITHGOWSHIRE—*cont.*	£ s. d.		£ s. d.
Broxburn, Female Subscription - 1	- - -	37	32 10 0
Carriden, Girls - P. 7	- - -	34	34 0 0
			a 0 16 8
Crofthead, Coltness Company's 7	- - -	248	75 10 0
Durhamtown Colliers.			
Ecclesmachan - P. 1	- - -	96	50 10 0
Grangepans, Subscription - Ch. of S. 7	242 0 0	162	92 0 0
Greenhills, Colliery 7	- - -	209	52 0 0
Kingscavil - Ch. of S. 1	- - -	35	8 6 8
Kirkliston, Female Industrial 2	- - -	80	15 0 0
Kirkliston - - F.C. 2	- - -	53	16 10 0
Linlithgow - F.C. 3	127 0 0	201	97 16 8
Linlithgow, Kirk Session - - 7	- - -	157	66 0 0
Linlithgow, Mrs. Douglas's Cottage.			
Livingstone - P. 1	- - -	39	10 0 0
Longridge -	106 0 0		
Queensferry, South Burgh - - 7	- - -	126	78 10 0
Torphichen - F.C. 3	150 0 0	68	23 0 0
Torphichen - P.			
Uphall, Mineral Oil Company's 6	- - -	79	6 5 0
Whitburn, Fauldhouse, Wilson's Endowed - 7	59 0 0	102	58 0 0
Whitburn, Lady Baillie's Infant 1	- - -	77	10 0 0
Whitedalehead, Wilson's, Endowed - - 1	110 13 4	139	82 0 0
Winchburgh - Ch. 7	- - -	64	16 10 0
NAIRNSHIRE.			
Ardclack - - P. 3	- - -	17	16 10 0
Auldearn - - P. 3	- - -	42	23 0 0
Auldearn, Innes F.C. 3	145 0 0	34	13 0 0
Cawdor - - F.C. 3	65 0 0	37	16 10 0
Cawdor - - P. 3	- - -	63	30 0 0
Cawdor at Clunes G.A.	30 0 0		
Delmes Christian Knowledge Society's - 3	- - -	43	17 10 0
Ferintosh - - F.C. 2	90 0 0	63	36 10 0
Geddes Christian KnowledgeSociety 3			
Glen Ferness - Sess. 3	- - -	29	16 10 0
Moyness - - 3	128 1 10	47	15 0 0
Nairn - Epis.			
Nairn - - F.C. 10	150 0 0	130	60 15 0
Nairn - - G.A. 3	- - -	86	31 10 0
Nairn, Monitory -	*100 0 0		
ORKNEY AND SHETLAND.			
Bressay - - G.A. 7	- - -	35	15 0 0
Bressay - - P. 7			
Eday - - - G.A. 7	- - -	40	22 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
ORKNEY AND SHETLAND—*cont.*	£ s. d.		£ s. d.
Eday, North End 7	- - -	40	10 8 4
Evie and Rendall P. 7	- - -	18	20 0 0
Flotta - Ch. of S. 7	- - -	44	16 10 0
‡Harray Christian Knowledge Society's.			
Hillside - - G.A. 7	- - -	25	15 0 0
Kirkwall Grammar 7	- - -	98	44 10 0
Lerwick, Educational Institute Elementary - 7	- - -	55	7 10 0
Lerwick - - Epis. 7	- - -	68	21 10 0
Lerwick - - P. 7	- - -	103	42 10 0
Orkney, St. Andrew's - - G.A.	28 0 0		
‡Papa Westray.			
Sabiston - - G.A.			
Sanday - - F.C. 7	- - -	52	15 0 0
Sandwick - - P.			
Skelwick Society's 7	- - -	51	47 10 0
Stenneys, Madras 7	- - -	30	25 0 0
Stromness, Congregational - F.C. 7	- - -	90	41 10 0
Walls, North - G.A. 7	- - -	46	21 10 0
Walls, South - P. 7	- - -	51	15 0 0
Westray Midbea (West Side) - G.A.	52 0 0		
Whalsay - - G.A. 7	- - -	48	15 0 0
Whiteness, Society 7	- - -	43	20 0 0
PEEBLES-SHIRE.			
Broughton - P. 5	- - -	27	7 3 4
Broughton - F.C. 3	- - -	40	15 0 0
Drumelzier - P. 5	- - -	32	16 10 0
		35	8 5 0 *b*
Glenholm - - P. 5	- - -	12	18 0 0
		13	9 0 0 *b*
Innerleithen - P. 11			
Innerleithen, Subscription - - 3	- - -	41	21 10 0
Linton, West - Epis.			
Linton, West, Female - 5	- - -	29	19 6 8
Linton, West - P. 4	- - -	45	19 10 0
Newlands, Lamancha Side, 2nd P. 5	- - -	33	3 15 0
Peebles, Burgh -	- - -	121	52 0 0
English - - 5	- - -	129	28 10 0
Peebles - - F.C. 2	109 0 0	127	19 5 0
Peebles, Halyrude Ch. of S. 5	137 5 0	149	30 0 0
		136	17 0 0 *b*
Peebles, St. Joseph's - - R.			
‡Skirling - - P.			
Walkerburn Undl. 5	212 7 6	98	52 0 0
		94	19 0 0
PERTHSHIRE.			
Aberdalgie - P. 4	- - -	30	15 0 0
Abernyte - - P. 4	- - -	74	31 10 0
Aberuthven - F.C. 4	- - -	53	43 0 0
Aberuthven, Subscription - - 3	- - -	37	15 0 0
Acharn - - F.C. 5	- - -	83	67 0 0

a For Industrial Department.

b For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Aldclune, Female Industrial.			
Aldgernaig - G.A. 3	- - -	50	41 10 0
Almondbank - G.A. 4	- - -	45	3 15 0
Alyth, Female - Epis. 2	- - -	56	25 0 0
Alyth - - - F.C. 8	224 2 6	100	48 0 0
Alyth, Girls' Industrial - Ch. of S. 4	357 0 0	163	78 5 0 49 15 0
Alyth - - - P. 4	- - -	93	64 0 0
Amulree - - F.C. 5	- - -	20	16 10 0
Amulree, Society's	- - -	31	11 0 0
Ardoch - - P.			
Auchterarder - F.C. 5	- - -	88	40 10 0
Auchterarder, Sheddan's - 3	190 0 0	94	56 6 8
Auchterarder, Townhead - - 3	393 0 0	115	65 10 0
Auchtergaven - P. 4	- - -	63	25 0 0
Balbeggie, Subscription - - 4	- - -	60	30 0 0
Balgowan, Female 4	- - -	61	35 0 0
Bankfoot, Subscription - - 4	- - -	65	39 0 0
Birnam - - F.C. 5	260 0 0	41	21 10 0
Blackford - - F.C. 5	257 5 0	69	25 16 8
Blair Athol - P. 3	- - -	73	55 0 0
Blair Drummond 12	- - -	21	18 0 0
Blairgowrie - P. 4	- - -	117	39 0 0
Blairgowrie - F.C. 8	- - -	251	152 16 8
Blairgowrie, St. Catherine's - Epis. 2	- - -	45	33 6 8
Blairgowrie, St. Stephen's - R. 4	- - -	82	53 0 0
Blairgowrie, South F.C. 8	- - -	178	63 10 0
Blairgowrie, Union Place - Ch. of S. *b*			
Blairingone - 3	126 0 0	54	21 10 0
Braco, Subscription - - - 4	- - -	70	6 5 0
Breadalbane, or Aberfeldy - F.C. 5	- - -	139	74 10 0
Bridge of Earn - F.C. 5	50 0 0	65	36 10 0
Butterstone, Subscription - - 4	- - -	38	15 0 0
Callander - - F.C. 5	- - -	208	18 0 0
Camaghowran Ch. of S.			
Cargill - - P. 4	- - -	67	18 0 0
Cherrybank, Subscription - - 3	207 17 6	94	45 10 0
Clunie - - P. 4	- - -	55	45 10 0
Collace - - F.C. 5	- - -	55	38 16 8
Collace - - P. 4	- - -	50	31 15 0
Comrie - - P. 3	- - -	94	54 0 0
Comrie - - F.C. 4	100 0 0	67	23 0 0
Comrie, Infant and Female Industrial 4	150 0 0	52	17 10 0
Craig Mill - - F.C. 8	- - -	38	36 10 0
Cray - - - F.C.			
Crieff, Female Industrial.			
Crieff - - - F.C.			
Crieff, St. Columba's - - Epis. 2			
Crieff, Taylor's Institution - 3	- - -	210	62 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Culross, Geddes Ch. of S. 11	- - -	—	*c*
Culross - - P. 11	- - -	—	*c*
Cupar Angus, Industrial - - 2	- - -	85	39 6 8
Deanston Works 4	- - -	85	14 6 8
Doune - - F.C. 5	415 1 7	125	64 0 0
‡Dowally - - P.			
Dull - - - P. 3	- - -	57	29 11 3
Dunbarney - P. 3	- - -	72	40 8 4
Dunblane - - F.C. 5	- - -	59	41 3 4
Dunblane - - P. 11	- - -	—	*c*
Dunblane, St. Mary's - - Epis. 2	- - -	22	14 0 0
Dunkeld (Duchess of Atholl's), Industrial - Ch. of S. 5	- - -	83	24 8 4
Dunkeld, Little - P. 4	- - -	86	54 10 0
Dunkeld, Royal Ch. of S. 3	- - -	50	31 13 4
Dunning, Female *d*			
Dunning - - F.C. 4	- - -	106	45 0 0
Dunning - - P. 3	- - -	65	41 10 0
Errol, Female Industrial - 4	470 0 0	62	35 0 0
Errol - - - F.C. 4	65 0 0	68	43 0 0
Forgandenny, Path of Condie - G.A.	40 0 0		
Gartmore - F.C. 5	86 0 0	66	30 0 0
Gartmore School of Industry.			
Gilmerton at Monzie - -	*80 0 0		
Glenalmond, Subscription - 3	- - -	25	7 3 4
Greenloaning, Subscription - 4	- - -	41	21 10 0
Inchture - - P. 6	- - -	67	33 0 0
Innerpeffray - Epis. 2			
Killichonan - G.A. 3	- - -	21	21 13 4
Killin - - F.C. 5	- - -	32	46 13 4
Killin - - P. 4	- - -	34	18 6 8
Kilmadock - P.			
Kiltyrie - - F.C. 5	- - -	33	18 0 0
Kinbuck Village Ch. 3	- - -	29	25 0 0
Kincardine (in Monteith) - P. 12	- - -	94	50 0 0
Kincardine-on-Forth, Subscription - - - F.C.	300 0 0		
Kincardine-on-Forth (Baroness Keith's) - - 2	- - -	90	59 8 4
Kincardine and Tulliallan Educational Association.			
Kinclaven - - P. 4	- - -	28	20 0 0
Kinfauns - - F.C. 4	- - -	70	34 0 0
Kinloch - - P. 4	- - -	36	18 0 0
Kinloch Rannoch, Parliamentary -	*100 0 0		
Kinnaird - - P. 4	- - -	50	39 0 0
Kinnoull - - P. 10	- - -	—	*c*
Kippen - - P. 2	- - -	72	40 0 0
Kirkmichael - F.C. 8	- - -	37	21 10 0

a For Industrial Department. *b* School discontinued. *c* Due, but not paid. *d* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Kirkmichael - P. 4			
Lawers - - F.C. 5	- - -	36	13 0 0
Loch Earn Head F.C. 5	- - -	47	23 0 0
Loch Earn Head G.A. 5	- - -	22	8 19 2
Logie - - P. 12	- - -	—	*a*
Logierait - - P. 3	- - -	94	42 7 3
Logierait - - F.C.			
Longforgan - F.C. 6	- - -	73	45 10 0
†Martin's, St. - P.			
Meickleour - Sess. 4	- - -	24	
Methven, Female Industrial - 3	- - -	65	28 0 0
Methven - - F.C.	74 0 0		
Methven - - P. 3	- - -	102	51 10 0
Methven, United Presbyterian - *b*			
Moneydie - - P. 4	- - -	47	18 0 0
Monzievaird and Strowan - - P. 3	130 0 0	119	80 13 4
Moulin - - F.C. 5	- - -	59	41 19 0
Moulin - - P. 3	- - -	54	34 11 8
Muchart - - P.			
Murthly and Airntully - 3	- - -	57	32 10 0
Muthill - - F.C. 4	151 0 0	51	35 0 0
Muthill - - P. 3	- - -	70	24 0 0
Persey, Drimmie Ch. of S. 3	129 16 3	29	10 16 8
Perth, Cathedral Epis.			
Perth, East Parish, Congregational 10	- - -	—	*a*
Perth, East Parish, Female Industrial			
Perth, Infant - Undl.	*150 0 0		
Perth, Infant - P. 10	- - -	80	9 3 4
Perth, Ladies' House of Refuge.			
Perth (Middle Parish) - Sess. 10	*600 0 0	—	*a*
Perth, New Row N 10	*200 0 0	*a*	*c*11 13 0
Perth, St. John's R. 4	528 8 0	201 / 24	118 6 7
Perth, St. Leonard's - - F.C. 6	- - -	176	77 16 8
Perth, St. Ninian's, Boys - - Epis. 2	- - -	49	40 10 0
Perth, St. Ninian's, Girls - - Epis.			
Perth, Boys, School of Industry.			
Perth, Sharpe's Trust Educational Institution.			
Perth (Stewart's), Free Trade - 6	- - -	69	31 10 0
Perth, Territorial Mission - - F.C. 6	297 0 0	233	89 10 0
Perth, Watergate N. 10	*200 0 0	—	*a*
" "	105 0 0		
Perth, Free West Church - - F.C. 6	320 0 0	306	175 8 4
Perth, West Church - - Sess. 10	*500 0 0	—	*a*

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Pitcairn Green - F.C. 4	- - -	57	21 10 0
Pitlochry - - G.A. 3	80 0 0	63	13 13 0
Port of Monteith P. 2	- - -	24	23 0 0
Rattray - - P. 4	- - -	121	56 10 0
Ruskie - - G.A.	*43 0 0		
Ruthvenfield - F.C. 4	- - -	55 / 14	15 0 0
Ruthvenfield.			
Scone - - F.C. 4	- - -	120	46 10 0
Stanley, Auxiliary P. 10	- - -	34	15 0 0
Stanley - - F.C. 4	141 2 0	135	58 15 0
Strathbrand - F.C. 5	90 0 0	31	20 0 0
Strathloch - G.A. 3	- - -	35	21 10 0
Strone of Gallie G.A. 4	104 17 10	36	13 0 0
Strowan, Society's Ch. of S. 3	- - -	23	23 0 0
Tenandry - - P.	*33 0 0		
Thornhill, Easter Ch. of S. 12	- - -	67	35 5 0
Thornhill - - G.A. 12	- - -	74	35 0 0
†Tomcragach.			
Trinity Gask - P. 3	- - -	25	21 10 0
Tullialan - - P.			
Tullibardine Ch. of S. 3	- - -	44	13 15 0
Tulloch of Pitnairee, Society's 5	- - -	43	10 0 0
Tummel Bridge Society - - 3	- - -	19	20 0 0
Weem - - P. 3	- - -	77	29 3 4
Woodside - - F.C. 4	16 5 0	63	38 0 0
RENFREWSHIRE.			
Barrhead - - R. 5	- - -	88 / 55	31 11 0
Bishopton - - F.C. 11	- - -	34	15 0 0
Bridge of Weir - G.A.	*375 0 0		
Busby - Ch. of S. 2	- - -	161 / 21	37 10 0
Cathcart - - P. 3	- - -	105	64 16 8
Crossmyloof - 11	- - -	190	85 13 4
Eaglesham, Female Industrial 7	164 0 0	112	54 10 10
Eaglesham - - P. *d*			
Eastwood - - P. 11	- - -	215	92 1 8
Elderslie Subscription - - 1	- - -	52 / 23	16 10 0
Elderslie, Wallace 6	- - -	101	35 0 0
Gourock - - F.C. 10	- - -	125	37 10 0
Gourock, Infant.			
Greenock, Cartsdyke, St. Lawrence R. 5	- - -	268	67 0 0
Greenock, Crawfurdsburn - F.C.	327 17 6		
Greenock, East Epis. 9	- - -	139	55 10 0
Greenock, Female Sch. of Industry 6	- - -	303	86 16 8
Greenock, Finnieston Mission - 10	- - -	243	91 16 8
Greenock, Free Middle Church / District Mission - 10	- - - *e*	157 / 134	16 10 0 / 16 10 0
Greenock, Gaelic Church, Female Industrial - 6	- - -	82	51 5 0

a Due, but not paid. *b* School extinct. *c* Additional Grant for 1868.
d Removed from inspection. *e* For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.
Greenock, Gaelic Church - - Sess. 6	- - -	212 100	90 11 8
Greenock (Highlanders') - - F.C. 11	*600 0 0 550 0 0	454	191 8 4
" "			
Greenock, Middle Parish (Ann Street) - - Sess. 6	*120 0 0	305	115 0 10
Greenock, Ragged and Industrial -	1,000 0 0		
Greenock, St. Andrew's - - G.A.	*190 0 0		
Greenock, St. John's East - Epis.	*80 0 0		
Greenock, St. Mary's - - R. 5	- - -	328	153 10 10
Greenock, South Parish - - G.A.	*200 0 0		
Greenock, West Par. - - Sess. 6	- - -	230	87 11 8
Household, Endowed - Ch. of S. 11	- - -	84	30 18 4
Houston - - F.C. 11	218 0 0	91	42 10 0
Houston and Killellan - - P. 2	- - -	36	21 10 0
Hurlet and Nitshill, Public - 11	777 0 0	89	40 5 0
Inchinnan - - P. 7	- - -	56	18 0 0
Johnstone, Ragged	205 4 0		
Johnstone, St. Margaret's - R. 5	- - -	95	29 0 0
Jordan Hill, Industrial - - 10	- - -	53	34 10 0
Kilbarchan, Female 3	- - -	75	31 10 0
Kilbarchan - P. 3	- - -	138	42 10 0
Kilmalcolm - P. 7	- - -	102	38 19 2
Kinning Park - F.C. 1	- - -	151	26 0 0
Ladyburn, Subscription - F.C.			
Linwood - - P. 11			
Linwood - - R. 5	- - -	40	15 0 0
Lochwinnoch, Howwood, New 4	318 0 0	58	17 10 0
Lochwinnoch - P. 1	- - -	136	87 8 4
Lochwinnoch, Macdowall, Female 1	- - -	105	50 10 0
Mearns - - P. 2	- - -	80	39 0 0
Neilston - - P. 3	- - -	191	62 3 4
Neilston Spiers, Female - Ch. of S. 4	182 0 0	102	48 10 0
Neilston, St. Thomas' - - R. 5	- - -	33 22	28 13 4
Nitshill - - R. 5	- - -	38 44	17 18 0
Oswald - - F.C. 3	- - -	97	41 10 0
Paisley, Abbey Cardonald - 6	289 0 0	66	25 1 8
Paisley, Abbey Parish, Dickson's Ch. of S. 5	50 0 0	76 43	30 0 0
Paisley, Abbey Parish, Dovecote Hall.			
Paisley, Abbey Parish, Newtown District - Ch. of S. 5	- - -	147	97 0 0
Paisley, Abbey Parish(Quarrelton) 6	- - -	183	94 3 4
Paisley, Balaclava.			
Paisley (Carbrook Street) - - Sess. 5	*700 0 0	166	66 6 8
Paisley (Causeyside) - - - Sess. 5	- - -	173	91 10 0
Paisley, Free High Church, Congregational F.C. *a*			
Paisley (George Street) - - Sess. 5	240 0 0	307	153 10 0
Paisley Hunter Street, Female Industrial.			
Paisley, Inkerman Works - - F.C. 11	- - - *b*	113 106	87 0 0 50 0 0
Paisley, Miss Stow's Industrial and Moral Training - - 11	359 0 0	*c*5 *d*	15 0
Paisley, John Neilson's Educational Inst. - 5	- - -	535 81	375 4 8
Paisley, Newtown, Infant - - 5	150 0 0	147	61 10 0
Paisley, Ragged Ch. of S.			
Paisley, Ragged, Industrial and Reformatory.			
Paisley, St. George's Mission - - F.C. 11	- - -	215	108 10 0
Paisley, St. Mirren's - - R. 5	- - -	256 40	140 5 0
Paisley (Stevenson Street) - F.C. 11	216 0 0	*d*	*c*4 3 4
Paisley, Trinity - Epis.			
Pollockshaws, Burgh.			
Pollockshaws, Industrial - 3	711 0 0	182	118 10 0 *c*53 14 9
Pollockshaws, Infant - Ch. of S. 11	150 15 0	93	38 3 4
Pollockshaws, St. Conval's - R. 5	- - -	176 90	87 0 0
Port Glasgow, Beaton's - - 7	- - -	71	25 0 0
Port Glasgow, Burgh.			
Port Glasgow - Epis. 9	- - -	52	
Port Glasgow - F.C. 11	- - -	252	104 10 0
Port Glasgow, Industrial - 10	- - -	95	51 12 6
Port Glasgow, New - - - P.	550 0 0		
Port Glasgow, St. John's - R. 5	- - -	99	27 18 4
Renfrew, Blythswood Testimonial and Grammar.			
Renfrew, Mrs. Campbell's - 11	- - -	54	13 0 0
Renfrew, Old Burgh, Boys - 11	- - -	182	49 10 0
Renfrew, Old Burgh, Female 11			27 10 0

a School discontinued. *b* For two years.
c For Industrial Department. *c* Additional for 1868. *d* Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1869). Average Attendance.	Amount.
RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.
‡Seedhills - - Sess.			
Strathbungo - Sess.			
Thornliebank - 11	- - -	—	*a*
Thornliebank - 11	- - -	58	31 10 0
Thornliebank, Infant - - 11	- - -	132	88 10 0
Titwood Colliery 11	- - -	67 / 30	21 10 0
Undercraig - 10	180 0 0	44	11 5 0
Uplawmoor, Public 7	- - -	70	38 0 0
ROSS-SHIRE.			
Achadesdale - F.C. 7	90 0 0	86	20 0 0
Achnagart - G.A. 5	- - -	33	20 0 0
Alness - F.C. 6	- - -	63	63 0 0
Alness - P. 5	- - -	43	16 10 0
Altando - F.C.	149 8 1		
Ardross - F.C. 6	- - -	32	60 19 2
Arpafeelie - Epis. 8	- - -	49	23 0 0
Aultbea - G.A.			
Bridgend of Alness - - F.C. 6	74 7 6	73	37 10 0
Bualnaluip - F.C.			
Conon - F.C. 2	- - -	44	25 0 0
Contin - P. 4	- - -	34	30 0 0
Cromarty - F.C. 2	95 10 0	125	58 0 0
Cromarty - P. 5	- - -	51	26 10 0
Culbokie of Findon Ch. of S. 5	- - -	52	30 0 0
Culish - F.C 2	- - -	77	42 10 0
Cullicudden - F.C 2	- - -	80	39 3 4
‡Dibaig - F.C.			
Dingwall - F.C. 6	- - -	166	122 8 4
Dornie, Female - 4	- - -	24	14 0 0
‡Druim an Darach.			
Earbusaig - G.A. 4	- - -	31	15 0 0
Edderton - F.C. 4	- - -	50	26 15 0
Evanton, Female - 2	- - -	68	31 10 0
Fearn, Hill of - F.C. 3	- - -	75	40 0 0
Gairloch - P. 5	- - -	16	21 10 0
Highfield - Epis. 8	- - -	76	35 10 0
Inverasdale - F.C.			
Invergordon - F.C. 6	133 0 0	101	59 0 0
Jemimaville - F.C. 2	- - -	63	39 0 0
Killearnan - F.C. 2	- - -	146	66 3 4
Kilmuir Easter - P. 5	- - -	40	25 0 0
Kiltearn - - F.C. 2	- - -	65	35 0 0
Kincardine, Congregational - F.C. 4	- - -	58	23 15 0
Kincardine - P. *b*			
Knockbain - P. 4	- - -	69	49 10 0
‡Laid, Parliamentary.			
Lochalsh - - P. 4	- - -	51	21 10 0
Lochcarron - P. 4	- - -	98	73 0 0
Lochs - - P. 3	- - -	31	15 0 0
Logie Easter - P. 5	- - -	36	15 0 0
Maryburgh - F.C. 6	295 0 0	114	51 10 0
Mossfield, Gaelic Association - 5	- - -	35	20 0 0
Muirton - - F.C. 2	- - -	48	5 15 0
Muirtown - G.A. *c*			
Mulbine - F.C. 2	- - -	45	15 0 0
Nigg, Female - P. *c*			
‡Openham - F.C.			
Plockton - F.C. 7	- - -	99	64 0 0

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ROSS-SHIRE—*cont.*	£ s. d.		£ s. d.
Pool Ewe, Agricultural - - -	90 0 0		
Rosemarkie - F.C. 2	100 0 0	46	
Roskeen - - P. 5	- - -	25	20 0 0
Saltburn - - F.C. 6	- - -	67	21 5 0
Stornoway - F.C. 8	159 0 0	90	38 0 0
Stornoway, Female, Educational and Industrial - 8	- - -	133	72 0 0
Stornoway - G.A. 8	- - -	52	32 10 0
Strathconan, Lady Balfour's - 4	- - -	40	20 0 0
Tain - Burgh and P. 5			
Tain, Congregational - F.C. 6	- - -	77	40 0 0
Tarbat - - F.C. 3	- - -	74	51 10 0
Tarbat - - P. 5	- - -	148 / 15	95 0 0
Ullapool - F.C. 7	187 0 0	97	49 11 8
Urray - - P. 4	- - -	26	18 0 0
ROXBURGHSHIRE.			
Ashkirk, Female 3	- - -	31	5 16 8
Ashkirk - - P. 3	- - -	51	21 10 0
Blainslie (Melrose) - Ch. of S. 3	79 3 4	58	23 2 6
Boswell's, St. - P. 4	- - -	75	25 0 0
Bowden - - P. 3	- - -	41	18 0 0
Cavers - - P .11	- - - *d*	156 / 155	58 0 0 / 48 0 0
Caverton Mill (Eckford Side) 12	- - -	48	16 10 0
Clarilaw Side - 3	- - -	50	15 0 0
Darnick, Subscription - - - *c*			
Fairnington - G.A. 12	60 0 0		*a*
Galashiels - - R. 6	- - -	61	38 16 8
Gattonside, Village -	123 0 0		
Hawick, Elementary P. 11	- - - *d*	371 / 345	107 16 8 / 148 0 0
Hawick, St. Cuthbert's - Epis. 10	- - -	108	84 10 0
Hawick, St. Mary's. Quoad Sacra - P. 11	- - - *d*	195 / 225	12 10 0 / 81 3 4
Hawick, West Port - - F.C. 2	- - -	78	54 0 0
Hawick and Wilton, Boys' and Girls' Industrial -	685 14 4		
Heiton Side - P. 12	72 0 0	81	59 0 0
Jedburgh, Infant 11	- - -	102	49 0 0
Jedburgh, Lanton Side - - - 11	- - - *d*	41 / 45	18 15 0 / 25 0 0
Jedburgh - - P. 11	- - -	76	23 0 0
Jedburgh, St. John's - Epis. 10	279 9 6	127	36 0 0
Jedburgh - Sess. 11	374 17 6	84	25 1 8
Kelso, North Church - - 11	- - -	78	12 10 0
Kelso - - P. 11	- - - *d*	116 / 100	32 10 0 / 36 6 8
Ladhope - Ch. of S. 11	314 15 0	158	29 2 6
Lilliesleaf, Female 3	- - -	84	49 0 0
Longnewton (Ancrum), Endowed.			

a Due, but not paid. *b* Removed from inspection. *c* School closed. *d* For two years.

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ROXBURGHSHIRE—*cont.*	£ s. d.		£ s. d.
Longshaw (Melrose), Parish Side 4	- - -	24	
Melrose, Congregational - - F.C. 2	- - -	83	39 0 0
Melrose - - P. 11	- - -*a*	81	37 10 0
		84	55 0 0
Midlem Side - P. 3	- - -	30	30 5 0
Newmill - - 11	- - -	48	21 10 0
Roberton - - P. 11	- - -	48	8 19 2
Roxburgh - - P. 12	- - -	79	20 0 0
Smailholm - F.C.			
Wilton - Epis. 10	- - -	59	25 0 0
Wolfelee, Female 3	- - -	43	14 10 0
Yetholme, Kirk - G.A. 12	117 0 0	56	43 6 8
Yetholme - - P.			
Yetholme, Town, Girls' - - 12	93 0 0	64	35 0 0
SELKIRKSHIRE.			
Gala, Subscription 11	200 0 0*a*	141	49 0 0
		127	35 0 0
Galashiels - Epis. 10	450 0 0	141	59 0 0
Galashiels - - P.			
Selkirk, Burgh - 11	158 8 0*a*	156	52 6 8
		159	37 10 0
Yarrow - - P. 3	- - -	45	20 0 0
Yarrowford - 3	- - -	20	5 7 6
STIRLINGSHIRE.			
Airth - - P. 1	- - -	90	60 10 0
Airth, Sewing - 10	- - -	54	4 8 4
Alva, Girls.			
Alva, Infants - 11	116 10 0	—	*b*
Alva, Subscription 11	197 0 0	178	79 6 8
Auchenbowie and Plean.			
Auchentroig - 4	- - -	27	14 0 0
Bainsford, Self-supporting - 4	- - -	109	18 15 0
Baldernock - P. 2	- - -	47	15 6 8
Balfron, Female Industrial - 2	- - -	64	29 0 0
Balfron, Female Industrial - F.C. 4	- - -	47	13 0 0
Balmore, Female Industrial - 2	- - -	48	11 18 4
Bannockburn - F.C.			
Bannockburn, Subscription - - 2	- - -	102	61 10 0
Banton, Subscription 2	40 0 0	89	46 10 0
BlackbraesColliery 1	- - -	66	15 0 0
Bonnybridge, Self-supporting - 3	- - -	105	58 0 0
Bothkennar - P. 1	- - -	186	11 0 0
Bridge of Allan F.C. 5	- - -	100	52 0 0
Bucklyvie, Subscription - - 2	- - -	80	29 11 8
Carron - - 4	- - -	114	39 0 0
Carronshore - G.A. 4	*190 0 0	57	12 10 0
Dalmary - Sess. 2	110 0 0	33	23 0 0
Denny - - P. 4	- - -	109	40 0 0
Denny - - R. 4	- - -	81	54 0 0
Drumclair, Colliery 4	- - -	37	11 5 0
		14	
Drymen, Industrial - Ch. of S. 2	- - -	45	15 5 0

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STIRLINGSHIRE—*cont.*	£ s. d.		£ s. d.
Dunnipace - F.C. 4	- - -	97	39 0 0
Dunnipace - P. 4	- - -	69	7 10 0
Falkirk - - F.C. 4	297 16 8	148	51 10 0
Falkirk - - P. 4	- - -	245	92 2 6
Falkirk, Ragged and Industrial.			
Falkirk, St. Francis Xavier's - - R. 4	- - -	121	65 0 0
Fintry, Female - P.			
Fintry - - P. 2	- - -	27	25 1 8
Fintry, Stewart's Endowed - 2			
Gargunnock - P. 2	- - -	35	15 0 0
Grangemouth, Subscription - - 4	- - -	166	22 2 6
Haggs, Subscription 7	*80 0 0		
	33 0 0		
Hurlet and Campsie Alum Company's 11	- - -	*b*	*c*4 0 0
Inversnaid - G.A. 2	- - -	14	19 3 4
Killearn - - F.C. 4	- - -	48	16 10 0
Kilsyth, Female Ch. of S. 4	- - -	101	42 2 6
Kilsyth - - P. 7	- - -	133	35 11 8
Kippen - - F.C. 5	106 13 7	52	18 15 0
Kirklane and Gargunnock - F.C. 4	- - -	34	10 0 0
Larbert - - F.C. 3	130 0 0	132	84 10 0
Larbert - - P. 4	- - -	124	58 10 0
Larbert - - Sess. 4	207 0 0	76	11 5 0
Lennoxtown, Oswald - Ch. of S. 11	288 0 0	122	50 10 0
Lennoxtown, New Subscription - 11	*280 0 0	—	*b*
Lennoxtown, St. Paul's - R.			
Milngavie, Public.			
Milngavie, Subscription - - 11	- - -	—	*b*
Milngavie, Infant, Subscription - - 11	- - -	*b*	*c*19 0 0
Ninian's, St. - P. 2	- - -	122	48 0 0
Plean, East, Subscription - - 3	- - -	50	8 19 2
Polmont, Female - 1	- - -	58	35 0 0
Polmont - - F.C. 4	225 10 0	79	31 10 0
Polmont - - P. 1			
Raplock - - 11	- - -	26	23 0 0
Redding, Muirhead - - G.A. 4	- - -	220	65 12 6
Redding, Village - 3	- - -	67	5 0 0
Slamannan - F.C. 3	180 0 0	113	46 2 6
‡Slamannan - P.			
Stirling, Allan's G.A. 11	- - -	—	60 0 0
Stirling, Free North Church - 4	- - -	153	37 11 8
Stirling - Epis. 2	- - -	83	38 3 4
Stirling, Infant - 4	- - -	206	92 10 0
Stirling, Reformatory.			
Stirling, St. Mary's - - R. 4	- - -	173	84 0 0
Strathblane - P. 2	- - -	59	23 0 0
Strathblane, School of Industry - - 2	- - -	27	14 0 0
Tillicoultry - F.C. *a*			
Torwood - - 12	- - -	—	*b*

a For two years. *b* Due, but not paid. *c* Additional payment for 1868.

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SUTHERLANDSHIRE.	£ s. d.		£ s. d.
‡Altass-Rosehall F.C.			
Aotmeloich Society's - - 6	- - -	22	12 1 8
Armadale - - G.A.			
Backies - - G.A. 5	- - -	53	31 10 0
Birichen - - F.C. 4	- - -	73	35 0 0
Brora - - G.A. 6	- - -	49	21 10 0
Clyne - - F.C. 4	- - -	68	55 10 0
Clyne - - P. 6	- - -	36	20 0 0
Creich - - F.C. 4	- - -	53	39 0 0
Creich - - P. 5	- - -	51	33 3 4
Dalnambreac - G.A. 6	- - -	17	21 10 0
‡Doll.			
Dornoch, Christian Society's, Female.			
Dornoch - - F.C. 4	- - -	98	42 10 0
Dornoch - - P. 5	- - -	34	18 0 0
Durness - - F.C. 4			
Durness - - P.			
Eddrachillis - P. 6	- - -	46	31 10 0
Embo - - F.C. 4	- - -	54	15 0 0
Golspie - - F.C. 4	- - -	90	28 0 0
Golspie - - P.			
Helmsdale - F.C. 4	- - -	94	50 10 0
‡Hashegra - - F.C.			
Invershin - - G.A. 5	- - -	20	22 3 4
Kildonan - - P. 7	- - -	81	36 10 0
Kinloch Bervie P. 6	- - -	14	20 0 0
Kirkiboll - - F.C.			
Knockarthur - G.A. 6	- - -	28	21 10 0
Lairg Gruids - G.A.			
Lochinver - G.A. 6	- - -	34	25 0 0
Loth - - P. 7	- - -	25	20 0 0
Melvich - - G.A. 6	- - -	64	54 0 0
Oldshore Society G.A. 6	- - -	29	35 0 0
Port Gower - G.A. 7	- - -	31	15 0 0
Proncy-Croy - G.A. 5	- - -	10	20 0 0
Rogart (Culdrean) - F.C.			
Rogart - - P. 6	- - -	25	21 10 0
Rogart (Torbreck) - - F.C. 4	- - -	36	
Skerray - - F.C.			
Skerray - - G.A. 6	- - -	12	
Skibo - - G.A.			
Spimmingdale District - - F.C. 4	- - -	43	15 0 0
‡Stoer - - F.C.			
‡Strath of Tongue F.C.			
Strathalladale - G.A.			
Strathy - - P. 6	- - -	30	15 0 0
Talmine - - G.A. 6	- - -	52	31 5 0
WIGTOWNSHIRE.			
Ardwell, Lady McTaggart's - 3	- - -	20	15 0 0
Cairn Ryan - F.C. *a*			
Cairn Ryan - G.A. 2	- - -	43	21 10 0
Challock (Newton Stewart) - - 2	- - -	46	30 10 0
Douloch - - Undl. 2	- - -	41	20 0 0
Drochduil - - - 2	- - -	57	30 0 0
Dunskey (Mrs. Hunter Blair's) - *c*			
Enock - - G.A.	60 0 0		
Garlieston, Earl of Galloway's B. & I. 3	- - -	54	35 0 0
Garlieston, Pier Cottage, Countess of Galloway's - - - 3	- - -	55	38 6 8
Glasserton - P. 3	- - -	81	41 6 8
Glenluce - - F.C. 5	- - -	54	21 10 0
Glenluce - - P. 2	- - -	74	38 0 0
Glen of Luce - 2	238 10 0	59	17 15 0
Grange and Killiemore District - - 6	260 0 0	55	38 0 0
Inch - - - F.C. 5	- - -	54	30 0 0
Kirkcolm, Douloch - - Undl.	153 15 0		
Kirkcolm - - P. 2	- - -	58	17 10 0
Kirkinner - - P. 3	- - -	78	36 0 0
Kirkmaiden - F.C. 5	- - -	104	44 13 4
Kirkmaiden - P. 2	- - -	65	17 10 0
Larbrax - - 5	- - -	29	15 0 0
Larbrax - - G.A.	90 0 0		
Leswalt - - F.C. 5	- - -	54	29 0 0
Leswalt (Streuchan Madras) - - - 2	265 8 9	—	*b*
Lochans - - - 3	182 0 0	88	43 11 8
Longcastle - - 3	- - -	51	16 5 0
Luce, New - P. 2	- - -	52	16 10 0
Malzie Side, Subscription.			
Newton Stewart, Infant - Epis. 3	- - -	123	56 13 4
Penningham - P. 2	- - -	96	35 3 4
Portlogan - Ch. of S. 2	- - -	57	35 0 0
Portpatrick - F.C. 5	- - -	60	26 10 0
Portpatrick - P. 2	- - -	67	21 10 0
Port William Sir W. Maxwell's 3	- - -	96	36 13 4
Sorbie - - F.C. 6	- - -	35	21 10 0
Sorbie - - P. 3	- - -	71	40 0 0
Stoneykirk - F.C. 5	- - -	69	45 10 0
Stoneykirk, Moel, Unsectarian 5	220 0 0	52	23 0 0
Stoneykirk, Sandhead - Sess. 3			
Stranraer, Academy - - -	465 0 0		
Stranraer Elementary - 2	65 0 0	*b*	*d*7 13 4
Stranraer - F.C. 5	188 15 0	137	85 0 0
Stranraer, Industrial			
Whithorn Charity 3	- - -	62	17 10 0
Whithorn (Countess of Galloway's) - - 3	- - -	125	51 3 4
Wigtown, Subscription - 5	- - -	100	14 13 4

a Removed from inspection. *b* Due, but not paid. *c* School not in existence. *d* Additional payment for 1868.

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GORDON, JOHN, Esq. (*Church of Scotland Normal School, Edinburgh*):

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HERNAMAN, Rev. J. W. D. (*Worcester, Hereford, Gloucester, Radnor, and Brecknock*):

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KERR, JOHN, Esq. (*Banff, Moray, Nairn, Inverness, Ross, Cromarty, Sutherland, Caithness, Orkney and Shetland, and parts of Aberdeen and Kincardine*):

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MIDDLETON, D., Esq. (*Church of Scotland Normal School, Glasgow*):

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MORELL, J. D., Esq. (*Wesleyan Normal Schools, Westminster*):

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